



'Islands of calm are being eroded as political fury rises'

Often these arguments are not resolved democratically but are arbitrated at best by litigation, at worst by strikes, demonstrations and physical force. In Bradford, at one

Hence many parents regard the state system in their neighbourhoods as a no-go area. The introduction of political criteria in

The poor are the chief victims of the politicization of education, for it is notorious that schools where the political zealots are most powerful, and where they can carry out their experiments with least hindrance, are

Selling out
Some companies find teachers
make excellent salesmen

Corporal punishment
A leading American psychiatrist
explains how to break
the cycle of cruelty

Primary
New experiments in reading
— in pairs and with computers

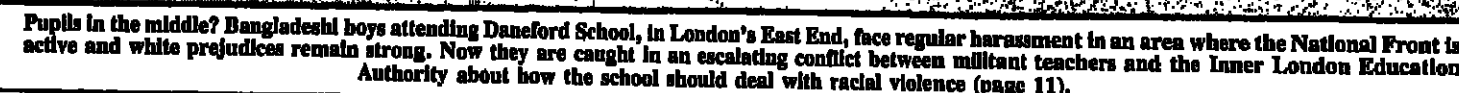
Books
Harry Dickinson on eighteenth-
century English literature;
Michael Patterson on child-rearing

Labour education spokesman Mr. Giles Radice was re-elected to the Shadow Cabinet this week with 17 more votes than last year and retains the education portfolio.

Governors' powers over curriculum, appointments and discipline will be strengthened and clarified. But the i.e.a. will keep the last word on the suspension or expulsion of pupils and, as the employer, on the dismissal of staff.

The Earl of Swinton, replying for the Government, said suspension from school as such was not in breach of the European Convention on Human Rights. He could not say what the Government would do after the defeat of its Bill in the Lords - but he did give an undertaking that it would honour its international treaty obligations.

At the first of the new panel, the NAS/UWT will resubmit a motion - previously defeated by the NUT's 16 votes against it - welcoming the management's decision a fortnight ago to offer every teacher an extra 7.5 per cent by the end of the year.

No 226 **CROSSWORD** by Ru

November 16
Standing Conference on Education for International Understanding conference, "Teaching controversial issues", at London House, Mackenburgh Square, London WC1. Speakers include Lister and John Marks. Workshop topics include environmental responsibility, human rights, intercultural understanding, p

9BH. [REDACTED]

Calligraphy
Saturday workshops at Digby Stuart College, Roehampton, throughout the year on calligraphy, bookmaking, papermaking and allied crafts. Details from Christopher Jarman, Digby Stuart College, Roehampton Lane London SW20 9SD.

November 25, 26, 27
Schools Prom concerts at the
Royal Albert Hall present young
musicians from all over Great
Britain, together with special
guests Louise Clark, John Harle,
Karen Jones, Felix Schmidt, Jane
Spiers and Barbara Thompson. Full
programme details from Music for
Youth, 23a Kings Road, London
SW3 4RP, (01-730 2623). Tickets
from Royal Albert Hall box office,
(01-589 8212).

**"Dartington Hall School
Sixty Years On"** is an open lecture
series at Dartington Hall School to
celebrate the 60th anniversary.
Included in the programme are:
Dora Russell on October 30;
Michael Young on "Education and
Habit" on November 27 and Dr
James Hemmings on "Education
and the Brain" on January 22.
Details from the school, Totnes,
Devon. (Totnes 862557).

October 30, November 13 and 27
Peace Education Project seminars
at 6 Endsleigh Street, London WC1
from 6-8 pm on the following
themes: Nuclear weapons
(October 30); human rights
(November 13) and Multi-cultural

A weekend course for jazz musicians and music teachers at the Waterfront Centre, Bude, Cornwall, will look at jazz methods in the classroom, teaching techniques and organization, includes plenty of practical sessions. Course tutors: Eddie Harvey, Jeff Clyne and Trevor Tomkins. Full fees £18; reduced for those arriving on Saturday not requiring accommodation. Cornwall County Education Department will pay all costs. Cornwall teachers as part of its involvement in the Jazz Education project. Details: Nod Knowles, South West Jazz, c/o Exeter at Devon Arts Centre, Bradninch Place, Gandy Street, Exeter EX1 1AA.

November 18
MENCAP study day for teachers working with special needs children under eight at the Mencap National Centre, 123 Golden Lane, London EC1. Fee £16.50. Group sessions on working with other professionals, working with

professionals, working with parents, record keeping, assessment, behavioural approach, working with very profoundly handicapped children and secondary handicaps. Dr Julia Brimble, Mencap.

November 20-21
 "Micro-computing in physical education" a two-day course with David Brodie, John Thornhill and Mike Stinley at Bristol Polytechnic. Fee £25. Application to the General Secretary, The Physical Education Association.

A 5x5 grid with some cells filled with black squares. The grid is numbered 20, 21, 22, and 23.

Across

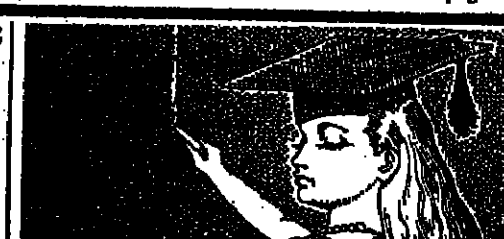
1 Head holding in court (6)
5 Backward island not lacking in skill (4)
9 Spiritly number in film array (5)
10 Is inclined to enter the Church subject to purification (7)
11 Exemplary piece of instruction (6, 6)
13 Remonstrated again, but still refused (6)
14 A sailor told to

22 A form of window decoration (4)
23 Presumably he was happy while painting (6)

Down

1 I leave the chief cook in charge (4)
2 A loud story, not factual but friendly (7)
3 Miles who resisted

COMMENT	1
SCHOOL TO WORK	1
PRIMARY	15, 16
OVERSEAS NEWS	17, 18
LETTERS	23-24
REVIEW/BOOKS/ARTS	25
RESOURCES	30, 31
SOFTWARE/MEDIA	



Teachers through the looking glass, pages 4 & 21

PLATFORM

Reflections on the pay stalemate

Like many other primary teachers I am a quiet militant. I share my colleagues' reluctance to take action which will affect the children who are our professional *raison d'être*. We anguish equally over strike ballots and the other forms of industrial action, which affect our job satisfaction as well as the extra-curricular activities of our pupils.

Yet all over the country, the support for union action increases in quality and quantity; it is measured not only in overflowing meetings and massive rallies, but in a deep conviction that education itself is under threat. The resentment felt by all teachers at the Government's insensitive handling of their pay claim is part of a wider discontent with the under-resourcing of education as a whole.

We live daily with the effects of cost limits on local authority expenditure. The buildings show the ravages of years of cutbacks on maintenance and cleaning. The children's desks, the shelves and cupboards all contain evidence of the failure of capitation allowances to keep pace with the rising cost of books.

The statistics show a drop in real terms of nearly 14 per cent in primary and nearly 27 per cent in secondary spending on books. But we see each day the realities of collapsing dictionaries, out-of-date atlases and the sets of textbooks shared between several classes with two or three children crowded around each copy.

In this so-called computer age we find ourselves still sharing scissors and magnifying glasses - while the computer itself may be on a "one-per-school" basis, which doesn't give much individual time for up to 400 children, it hardly seems worth joining the queue.

Meanwhile, politicians and industrialists clamour for reform and accuse the educationists of blocking it. Educationists equally accuse government of failing to provide the finance to implement the reforms urged by every government publication, be it massive tome or slender volume. Since the days of Plowden each report has had its reference to "resource implications", and also to the need for teachers to rethink, appraise, consult, plan, re-evaluate themselves.

Using hours of their own time, the teachers have done their share, but the



Photo: The Teacher

As in 'Alice Through the Looking Glass', Anne Jarvis (above) says that teachers feel they are travelling back in time to a distorted past

resources to support their efforts have not been available. Is it surprising that, seeing the clock turn backwards, the teachers lose heart as they are asked to do yet more work for a declining real income? This is a major factor in the support given by classroom teachers to their unions' recommendations that they concentrate their efforts on teaching, preparation and marking, and withdraw from all other voluntary and time-consuming out-of-school activities.

For many this is a painful decision, but it can also be a relief. If you can't afford to keep your car on the road, it is hard to accompany children to sports after school. If you are tutoring all hours to keep up the mortgage repayments, you don't really have much time to prepare properly for class visits to new and interesting places.

If each quarter brings threats to your



teachers adjust to the demands of the first year at work.

We actually saw the implementation of the James Report, and the teacher tutors installed in our schools, with only half the DES-recommended no-class-contact time, but with marvellous effect. After only two years, spending cuts savaged the scheme. It was either that or larger classes and fewer remedial teachers. How could one reproach the adviser who had to make the choice? He had invested even more time and energy than the rest of us in the working party. He looked a though he had lost a child.

Ten years ago the Bullock Report contained frequent reference to the need for additional resources in staffing and time for consultation and training if its recommendations were to be implemented fully. "There are obvious implications for a large-scale expansion in in-service courses and development work if their demands are to be met. Equally obviously there are implications for the staffing of nursery and infant schools."

This extract from the section on language in the early years has its counterparts throughout the report. How many of the really practical recommendations contained in *A Language for Life* remain to be implemented - not because of teacher reluctance but because of constabulary on the educational budget? The Minister who commissioned that report was Margaret Thatcher!

Classroom teachers will echo many of the sentiments of the select or hundred at the TES 75th anniversary conference. But being closer to the children and the multifarious effects of the present financial constraints, they are even more angry at what they are happening to education today.

Ten years ago Bullock wrote of the "eroding effects of inflation on the purchasing power of educational resources". He also referred to the teacher as "the biggest single factor for success". He was talking about children's language learning - but today these words have a deeper and broader significance.

It is not only teachers' salaries which are being eroded but the education service itself. Perhaps the teacher will be the biggest single factor in its survival.

NEWS

Environmentalists set out 4-year plan

by Gillian Thomas

The gap between the perceived need for environmental education and actual practice has prompted the Council for Environmental Education to publish an ambitious four-year programme of work.

At its launch, Mrs Angela Rumbold, Parliamentary Under-Secretary at the Department of the Environment, called for greater media coverage to highlight environmental issues, more links with the Manpower Services Commission on conservation schemes and better in-service training.

She pledged continued DOE support to the council, currently £42,000 a year. It has also benefited from the Government's £1.3 million Special Grants Programme for voluntary con-

servation projects. This programme will continue in 1986, she announced, with applications to the DOE due by the end of the month.

"I can't promise any increases, but I am very pushy on the subject. It is near to my heart", she said.

Established in 1968 to promote caring attitudes to the environment, the CEE now finds itself falling victim to its own success. So much interest has been generated that it can no longer keep pace with demands for information and advice from schools, conservation bodies and industry.

An estimated £165,000 is needed as a minimum to cover its proposed new programme which is about a 50 per cent increase on its present funding.



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21, St. Michael's Street, London WC2A 1AB

Governors' group offers parents a one-day course

by Biddy Passmore

A small army of parents has just been appointed to school governing bodies for the first time. Some will be confident, assertive and knowledgeable. But many are likely to find their new role dauntingly difficult.

It is with their needs in mind that the National Association of Governors and Managers (NAGM) launched their regional training programme last week. At one-day sessions in London tomorrow, Cambridge on November 9 and Manchester on November 23, new governors will learn how to be effective. They will be initiated into the labyrinthine power structure of education and grapple with the problems of 'Sunnyside', an imaginary primary school.

Above all, however, they will be encouraged to have faith in themselves and in their personal knowledge of the school although the training sessions will discourage them from referring to their own child's experiences and stress the need to take a wider view. There is no doubt that the demand for training is great, especially from women. NAGM had to close the list for the London day when it reached 300.

In Cambridge, the list had to close at 200, and a further day has now been arranged for November 30 to cope

with the overflow. There are few places left for Manchester. A further three training sessions are planned for next spring, to cover Wales, the South West and the North East.

Inquiries have come in from teachers too, also finding themselves on governing bodies for the first time under the 1980 Act - and wondering, for instance, how much they dare say in the presence of the head.

Despite the obvious evidence of need, and the Government's commitment to the causes of parent power and effective governing bodies, NAGM has so far been unable to extract a penny of support from the Department of Education. And appeals to capitalists of industry have produced £250 from Marks and Spencer.

For the present, therefore, the association must depend on the kindness of i.e.s.s. It desperately needs some £20,000 - £25,000 to pay for an administrative assistant, an officer worker and a telephone to organize training and gather and distribute information - not bad value for turning an estimated 35,000 parent governors into an effective force, as its leaders point out.

The establishment of independent appeals tribunals for pupils suspended

or expelled from school was suggested this week by Mrs Felicity Taylor, chairwoman NAGM.

Stressing that she was putting forward a personal view and not the NAGM policy, Mrs Taylor said she did not think either the school's governors or local politicians were best people to handle appeals in disciplinary cases. Appeals over suspensions or expulsions would be best dealt with by a body independent of both school and authority, similar to the committees that now deal with school abuses.

She was replying to a question about the Poundwick case, where Manchester teachers have gone on strike in support of a school's decision to expel a pupil which was subsequently overturned by the local education authority.

The forthcoming Education Bill, which will strengthen and clarify the powers of school governing bodies, is still expected to leave the final decision on the suspension or expulsion of pupils to the local education authority, Mrs Taylor said that if the support for her proposal from NAGM's members the association would propose an amendment to the Bill.

Letter page

ILEA to ask Sir Keith for higher spending level

by Biddy Passmore and Mike Durham

The Inner London Education Authority is to ask Sir Keith Joseph to raise its spending level for next year to more than £1 billion, following his assurances that he will not attach conditions to a higher figure - or cut it further.

The authority's spending level for next year, announced by Sir Keith in July, is currently set at £902 million, meaning a real cut of 1.5 per cent. But the ILEA wants that figure raised to £1,025 million to remove the cut and allow for the effects of abolishing the Greater London Council and likely increases in teachers' pay.

Unless the gap can be closed, the authority says, there will be "the most serious implications for education services". Significantly, however, it has avoided making specific prophecies of doom, after last year's predictions of thousands of job losses and cuts in services failed to come true.

The ILEA's decision, which was taken on Tuesday, makes it the second rate capped education authority to opt for a "redetermination" of its spending level. Newcastle upon Tyne has also asked the Government for a financial review, pleading for an extra £10 million on its spending level.

The Government's decisions will be

announced in December.

Last year, in the first round of rate capping, authorities acted together and refused to make any appeal to the Government. But some have changed their tune in the light of the failure of that strategy.

A report by the ILEA's finance chiefs estimates that the authority's budget, currently £950 million, could be between £995 million and £1,025 million next year, depending mainly on the teachers' pay settlement.

But there are several unknown factors. One is the financial effect of abolishing the GLC, with which the authority currently shares many services.

Early indications are that the cost to the ILEA of providing those services for itself could add £22 million to its budget. (The cost of moving out of County Hall is not an immediate problem because ministers have said the ILEA may stay until March 1987.)

The other main uncertainty is the final outcome to the teachers' dispute the chief joker in the pack. Every 1 per cent increase in pay and prices means £10 million on the budget, ILEA says. Of the other rate capped i.e.s.s.

Haringey is not expected to ask for a "redetermination" and Liverpool already had too many problems with its 1985-86 budget to consider it.

A committee which meets once a fortnight to make plans for the new ILEA, wants the new body to run its own supplies services for virtually all the needs of the capital's schools and colleges - from food to new technology.

It would replace the supplies service run by the Greater London Council whose biggest customer is the present ILEA, spending £40 million a year.

The committee for the new authority has announced the first proposed transfers of GLC staff to its books - 169 staff to maintain playing fields and sports centres. It is urgently looking at all services which the GLC currently provides and which are set to be abolished.

"The Government has set up a ridiculously tight timetable," said Mrs Frances Morrell, ILEA's leader and chair of the new committee. "But we are determined that abolition of the GLC and its many services on which education relies doesn't lead to any deterioration in our services."

Parents voice fear over pay row

by David Lister

Sir Keith Joseph made clear last week the Government's attitude towards parents raising money for schools. And he took issue with the recent parent teacher associations' survey which showed that parents were contributing £40 million a year to schools.

That figure was probably correct, said Sir Keith, but he added that £40 million, though a great deal of money, was "only about half of 1 per cent of the total cost of school education."

The burden of financing the schools falls almost entirely on the shoulders of the taxpayer and the ratepayer, and will continue to do so.

But he added that the NCPA's survey of 800 schools was "not statistically random" as schools with grievances were more likely to reply than those without. Their report led, he said, to some "misleading conclusions".

He reminded the association's conference in London last weekend that in the lifetime of the Government average class sizes had fallen; in primary schools the number of classes with more than 30 pupils was 26.5 per cent of all classes in 1979; now the figure was 18.4 per cent. In secondary schools, the corresponding figures were 10.3 per cent and 7 per cent.

He then thrust the blame for many of the shortcomings in maintenance and repairs backlogs on the local

authorities.

"Between 1979-80 and 1983-84, levels of spending per pupil had risen by 17 per cent in primary and 14 per cent in secondary schools in real terms. But some authorities are not making that increase tell: they waste money on half-empty schools and fail to take advantage of the potential for economies from such things as school caretaking and cleaning and the school meals service."

Sir Keith did spell out to the association that local authorities were not entitled to attempt to compel parents to pay for education provided in state schools nor to anticipate any particular amount of parental contributions in the future, since those contributions are voluntary and cannot, therefore, be relied upon.

"What it seems to me local education authorities are entitled to do, if they so choose and within the limits of the resources available to them, is to look at the provision already made in individual schools - which is bound to vary in some respects - and to give additional support to those schools which are less fortunately placed than other schools, whether that situation arises because of different levels of parental support in the past or for some other reason."

At the meeting, speaker after speaker implored Sir Keith to bring the teachers' pay dispute to an end, and Mr James Hammond, NCPA deputy general secretary, said that relationships between parents and teachers would be affected for years to come because of the industrial action.

But Sir Keith said he would not "buy peace" with the teachers as he did that this year there would be industrial action again next year when he would once again insist on agreement to a contract defining conditions of service and a system of appraisal.

An indication of current feeling among teachers was given by Mr Brian Hart, head of a school for the physically handicapped in Hampshire, who said Sir Keith that his staff were about to go on strike for the first time.

Mr Hart said: "We have become disillusioned because we no longer feel we have value in the eyes of the Government."

Boring, but not bolshy

Teachers have acknowledged that they may be "a bit pompous" or "a touch boring", but strenuously deny suggestions they are bolshy or spoilt.

This comes in a letter sent to parents by the Baxley branch of the NAS/ UWT explaining why they are engaging in strike action. In it the union quotes newspaper comment columns which have described the profession as "bolshy teachers" and "spoilt brats".

Easy Steppes

Heriot-Watt University is to start teaching Russian from scratch up to degree level because of the decline in the number of British schools teaching Russian. Until now, entry to the university's BA degree course in languages has required good grades in two of French, German, Russian or Spanish.

Philosophy graduates think well ahead

How employable are philosophy graduates? The answer might be, "It depends what you mean by employable," Biddy Passmore writes. And it would not be far wrong. For a preliminary survey by Warwick University has indicated that, while philosophy graduates are often still without a permanent job six months after graduating - and therefore show up poorly in the annual "first destinations" survey - their studies stand them in good stead in the long run.

Out of 53 responses received by the university from its own philosophy graduates, all but two of those who had sought long-term employment had been successful, and both the remaining two had had periods of such employment.

Many philosophy graduates only set their mind to looking for a long-term job well after graduation, then survey

found. Some did find negative attitudes among employers, who either did not know what philosophy was, regarded it as useless, or feared it might breed dangerously new ideas.

But employers in one important area - computers - were especially keen on philosophy because of the training in logic and structured thinking. And the bulk of the responses showed that, once established in a job, the philosophical training was of great long-term value.

Now the Royal Institute of Philosophy has given Warwick a £1,000 grant to carry out a detailed survey of the employment record of graduates from all university philosophy departments offering single honours degrees.

Its decision follows a recent Green Paper which took "labour market success" as a significant performance indicator in judging a degree subjects' value for money.



Political play - a light-hearted moment for Frances Morrell, ILEA leader, and Floella Benjamin, BBC television's Playschool presenter, at the Woman of the Year lunch in The Savoy Hotel.

Manchester offers peace plan

by Richard Garner

An olive branch has been offered in the obscene graffiti row in Manchester, the dispute which led last week to all the city's teachers' unions taking joint strike action for the first time ever.

A special meeting of the Labour-controlled city council on Friday offered to take the dispute to conciliation if it was agreed by the five unions.

Mr Nick Harris, chairman of the education policy committee, said: "We are trying to get a solution at the school and the kids back at their desks. We accept that we have made a movement by offering to bring in an outsider. We have put a compromise on the table."

Afterwards, the five unions involved issued a statement which said they welcomed the fact that the authority was "prepared to consider positively conciliation between employers and trade unions".

Both sides were meeting again, as The TES went to press, to consider the exact form of conciliation. The unions want to base it on traditional lines normally adopted by ACAS, the conciliation and advisory service.

The row started when a city council disciplinary hearing overturned a decision to expel five boys over the graffiti. Teachers at their school, Poundswick High School, then refused to teach them.

The National Association of Schoolmasters/Union of Women Teachers, which has 18 members still at home without pay despite the fact it is half-term in Manchester this week, has launched a special appeal to pay the wages of its members - since it estimates it costs £2,500 a week to sustain them.

Booklet price

In September The TES gave details of a booklet published by the National Association for Remedial Education on meeting special education needs in mainstream schools. The booklet, *Teaching roles for special educational needs - Guidelines 6* is available from NARE, 2 Lichfield Road, Stafford price £1.15p and not 15p as originally stated.

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NEWS

Technology problems highlighted by HMI

by Bert Lodge

Electronics topics covered in physics lessons were also being taught to the same pupils in technology periods with neither teacher aware of it, HM inspectors found on a recent school visit.

In three other schools they found pupils studying technology up to O or CSE level while at the same time studying physics separately.

These findings are contained in an Inspectorate report on technology in secondary schools and particularly its place in science syllabuses.

The report, published this week, says: "In none of the four had there been any systematic attempt to coordinate the work in the two subjects in order to minimize or even avoid the overlap and repetition of content."

Yet while some teachers had difficulties in coping with the demands of the course - in particular project work - they were hardworking, enthusiastic and committed to the idea of technology as part of science work in schools.

The inspectors note that this commitment exists despite problems of science accommodation in six of the schools. Only five schools had enough science textbooks for examination pupils in the fourth, fifth and sixth forms. Only two schools had textbooks related directly to the technology course being followed.

Inspectors say: "The shortage of textbooks in technology stems from a dearth of appropriate books as much as from lack of finance. Yet there was a surprising lack of knowledge or use of the various national curriculum development materials concerned with technology such as the Schools Council has produced."

Inspectors visited 58 schools between 1981-83 for one day each though most of the evidence refers to

14 of the schools where the visit lasted two or three days. Every school offered a course of technology organized by the science department though in some instances teaching was shared with craft, design and technology staff.

In nine of the 14 schools pupils appeared to have little or no contact with technology through their science work in the first three years. "Given this situation, the pupils faced with option choices at the end of the third year had very little personal knowledge on which to call," says the report. Schools made efforts through parents' evenings and literature but pupils still referred to the lack of detailed information given about technology courses, "many saying they knew nothing about them."

In eight schools no teacher in the science department had explicit responsibility for technology. In seven of the schools a technology course was the responsibility of just one teacher and the same person did all the teaching.

"This could create problems for the schools if the teachers involved were to leave, a situation which occurred in one school at the end of the academic year," say inspectors.

Only one school had introduced a technology course for the benefit of the least able, although another appeared to have this in mind. "In none of the 14 schools did the staff see the course as vocational in character but a number of pupils regarded it as a means of helping them to pursue careers in engineering and related fields."

Of the science staff in schools visited 36 per cent had had some form of industrial experience with 30 per cent

claiming more than one year full-time in industry before entering teaching. "However, despite the high proportion of teachers with industrial experience it was unfortunately not common to find this reflected in their teaching." Only six schools had strong links with local firms.

Inspectors found very few girls opting for technology at any level. This may lie in the arrangement of options where technology is set against subjects such as biology, home economics or needlecraft. But another reason suggested is that in almost every case the courses lacked any reference to aspects of science and technology such as health, medicine and the home.

Technology and school science: an HMI enquiry. HMSO, £2.

● Craft, design and technology in schools is threatened on three fronts, according to Professor John Eggleston of Warwick University, Hilary Wilce writes.

CDT is expected to deliver too much, by Government and industrialists, he warned this week. The subject is also emphasizing technology at the expense of design education, and is putting the status and jobs of CDT teachers at risk from the greater expertise of science teachers as it moves more into the field of electronics and micro-computers.

Professor Eggleston, speaking at North Westminister Community School yesterday, at a ceremony to mark a hundred years of CDT, said there are many encouraging signs for the subject. These include Sir Keith Joseph's enthusiasm for it, increased school-industry links, and the resources that the Technical and Vocational Education Initiative had brought to schools.



Bristol team win trophy

Lawrence Weston School, Bristol, won the Technart Schools Trophy, the school which has done most last year to encourage technical education. The trophy was presented to the school's 450 pupils and staff in the links, ranging from production of a page in the *Evening Post*, to visits to local firms, a week's work experience for 10 fifth-formers. Pictured are fifth-former, Shirley Whittington, and headteacher, Shirley Whittington.

Reading primary head to fight dismissal

by Sarah Bayliss

The head of a Berkshire primary school who has been suspended on full pay since the beginning of term is planning to challenge the governors' decision, confirmed last week, that she be dismissed.

Miss Margaret Channon, head of Katesgrove School, Reading, for the past 14 years, will face a five-member disciplinary panel of the authority in the next few weeks.

The panel, which is made up of four county councillors and one teacher representative, has the power to dismiss Miss Channon if it accepts the governors' case against her.

Mr David Hart, general secretary of the National Association of Head Teachers, which has represented Miss Channon since the dispute blew up in mid-summer, said: "We shall be seeking to have the governors' recommendation rejected and the head returned to the school."

It is understood that Berkshire has offered Miss Channon alternative employment, but she has turned this down.

Since last autumn, Katesgrove has been run by the acting head, Mr Geoffrey Forster, while Miss Channon was on a year's study leave. Within a few months of her absence, the governors began to receive reports from parents and teachers that the quality of school life had "improved dramatically" and they were asked whether Miss Channon had to return.

In September this year, a week before term started, Mrs Margaret Singh, chairman of the governors, decided to suspend Miss Channon on

the grounds that parents and staff had lost confidence in her. The authority had suggested voluntary departure but Mrs Singh, who has been governor for 11 years and chairman five, said this had failed to work, when similar complaints about aspects of the school performance led to an I.E.S. inquiry.

On October 9, a quasi-judicial hearing was held by the school's governing body. Mrs Singh and her committee took evidence from parents, teachers - past and present from Mrs Singh. The hearing lasted nearly 13 hours and ended at 11.30, a recommendation to suspend Miss Channon.

Last week, the governing body and finally confirmed their decision. Their statement said: "The governing body resolved that despite the fact that Mrs Channon has sympathy with Miss Channon, their obligations are to the school and they consider that the circumstances Miss Channon should not return to Katesgrove School."

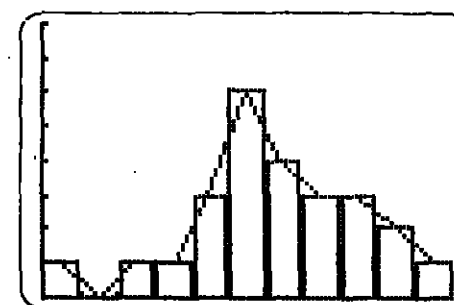
No date has yet been fixed for a disciplinary subcommittee of the education committee.

Mr Angus Bentley, a senior education officer, confirmed that the governing body's decision was final. He said: "We have sympathy with Miss Channon, but our obligations are to the school and we consider that the circumstances Miss Channon should not return to Katesgrove School."

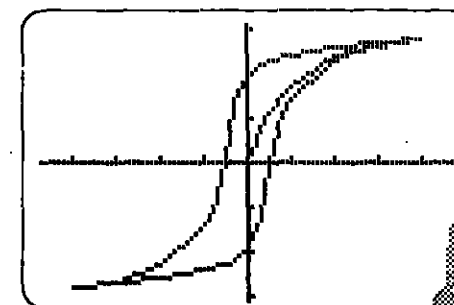
It was likely that the governing body would be appointed from outside the staff of the school.

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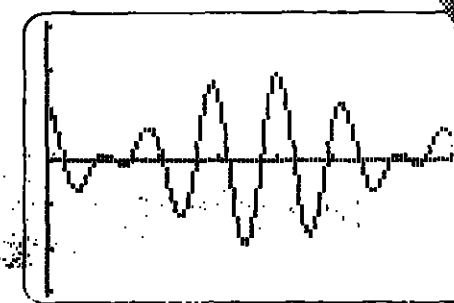
Programme text



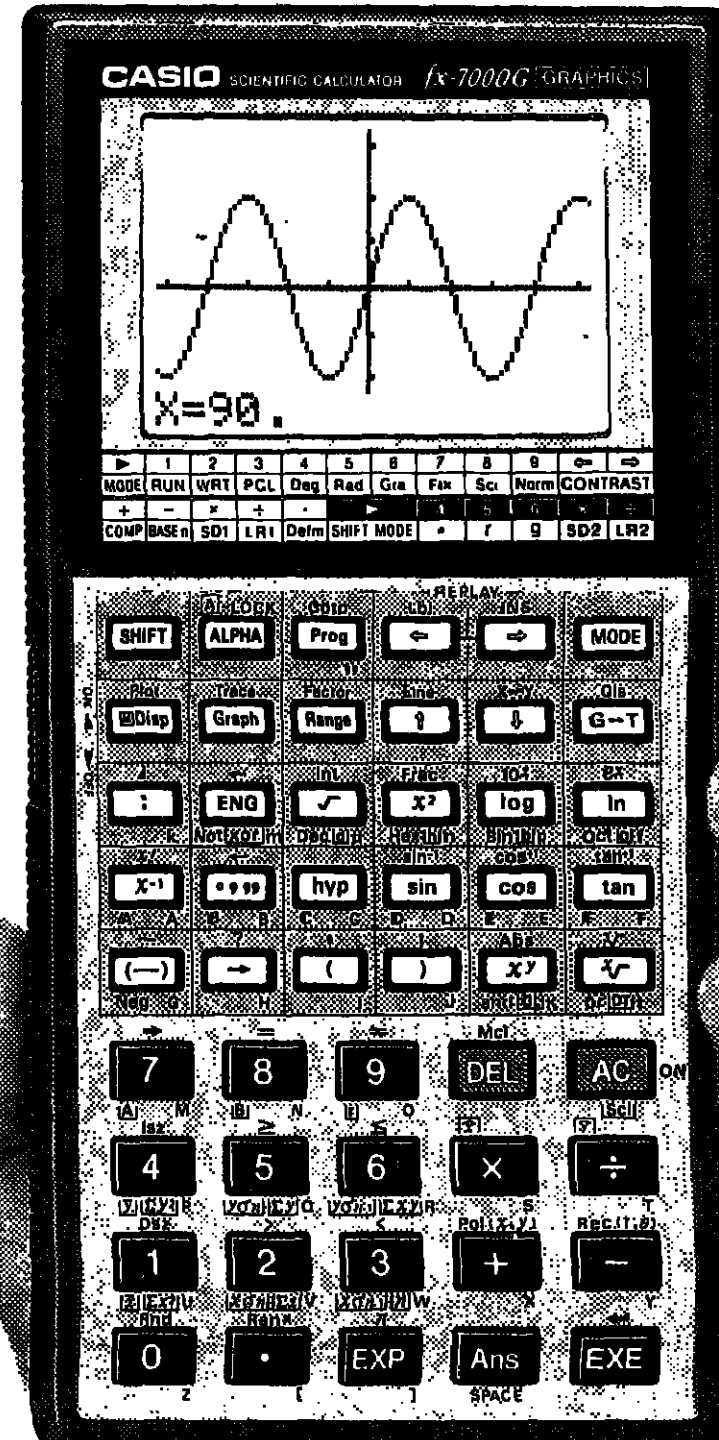
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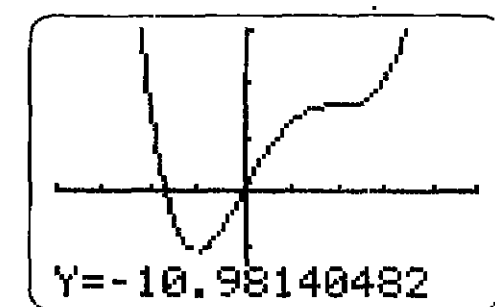
Hysteresis loop



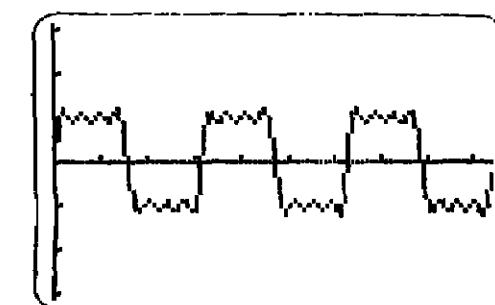
Composite wave form



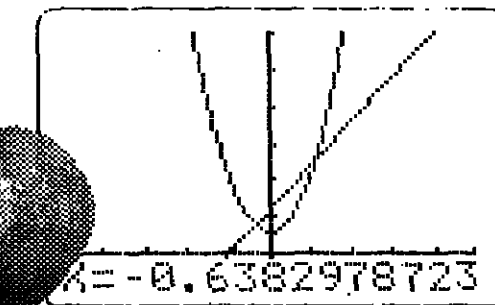
Sine curve



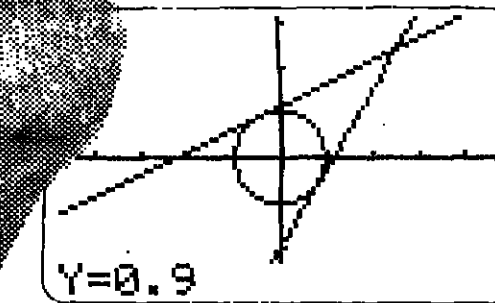
Quartic curve



Composite wave (Fourier)



Points of intersection



Circle and points of tangency

The world's first graphic display programmable scientific calculator.

Casio's new fx7000G calculator.

It's unique!

It's the only calculator that can draw graphs, instantly providing a visual representation of formulae and calculations as a graphic display on its large clear screen. But that's just the start.

Lengthy calculations, formulae and programmes can also be displayed in full - up to 8 lines of 16 characters. And it's simple to change a single figure or element anywhere in the display to see how that alters the result.

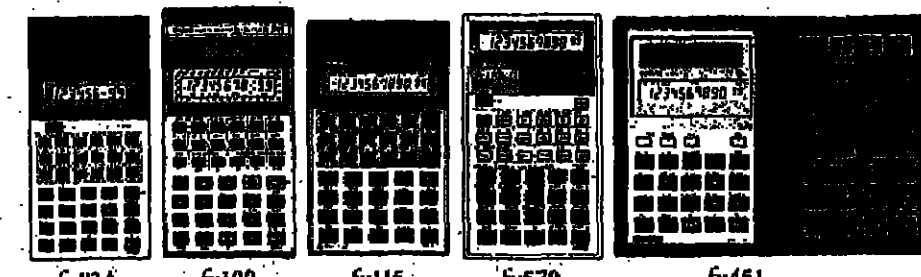
Formulae can be recalled for repeat or revision, too. The fx7000G has 26 memories, expandable to 78, making it especially convenient for statistical analysis. And it is flexibly programmable for a whole range of applications in specialist fields, with up to 422 programme steps.

In fact, without needing computer knowledge - or paying computer prices - the fx7000G provides many of the benefits you'd otherwise find only on a computer.

Yet it's a true scientific calculator with no less than 82 essential scientific functions.

More than that, it is far and away the most advanced machine of its kind. Designed by Casio, world leaders in calculator technology and makers of Britain's biggest selling range of calculators.

The remarkable Casio fx7000G is priced at just £79.95 (RRP inc. VAT). Your Casio dealer can demonstrate how much it can help you in your professional work.



CASIO

Casio fx82A: 38 scientific functions. £11.95 (RRP inc. VAT). Casio fx100: 42 scientific functions. £14.95 (RRP inc. VAT). Casio fx115: 67 scientific functions. Solar powered. £17.95 (RRP inc. VAT). Casio fx451: 98 scientific functions. 16 metric conversions. Solar powered. £22.95 (RRP inc. VAT).

Available at most U.K. High Street Stores and Calculator Specialists Internationally.

Budget veto prompts musical chairs

by Biddy Passmore

Committee chairman on Oxfordshire County Council are to change every three months, under a deal worked out among all three party groups on the council.

The move follows the collective resignation last week of the Conservative committee chairman after the Tories failed to win support for their budget strategy from either Labour or Alliance councillors.

Although the Conservatives lost overall control of the council in the May elections, they continued, as the largest single party, to hold the committee chairmanships.

At last Tuesday's policy and resources committee, however, their plans for a £1m increase in next year's budget - actually a £1m cut, according

to the other parties - were defeated, as were Alliance and Labour plans for £445m and £8m increases respectively.

Mr Eric Bond, Conservative leader, said in view of the "irresponsibility" of the other parties, the Tories would take no further part in the budget discussions and would resign from all committee chairmanships forthwith.

Now each party will take the chair of a committee for a full committee cycle and then hand over to another party spokesman.

In education, for instance, Dr Dermot Roaf, an Alliance councillor, is to take the chair until December 12, when he will hand over to Mrs Marjorie Randolph, the new Conservative education spokesman.

The further education subcommit-

tee, meanwhile, is to be chaired by a Labour councillor and the schools subcommittee by a Conservative.

Dr Roaf told *The TES* this week that he thought the new arrangement would have the advantage of making the council appear "balanced" although he said it might be easier to chair large committees for a longer period.

He hoped that agreement on a budget strategy would soon be reached between Labour and Alliance councillors.

Cooperation between the Labour and Alliance groups is likely to lead to the abolition of corporal punishment in the county's schools. County residents are now being consulted on the issue before the education committee makes a decision on December 12.

Proceedings dropped

by Richard Garner

A headteacher and prominent member of the Professional Association of Teachers has dropped disciplinary proceedings against two senior members of staff who obeyed union pay sanctions.

Mr Ian Mitchell Lambert, head of Howbury Grange School in Conservative-controlled Beccles, had started proceedings against Miss Pat Carroll, an NAS/UVT member, and Mr Tony Williams, who belongs to the NUT.

Mr Mitchell Lambert claimed that it was essential for the two - both deputy heads - to attend meetings outside of school hours. The two unions threatened industrial action after the present pay dispute ended if the action went ahead.

Union representatives were told by the local authority on Monday that Mr Mitchell Lambert had withdrawn disciplinary proceedings. The authority said they considered the action "expunged from the record".

Call to close sixth-form soft spot

by Diane Spencer

A call for a national system of tertiary education was made this week by a leading educationist.

Speaking at a conference in Manchester, Sir Norman Lindop, chairman of the committee on academic validation in public sector higher education, also championed teachers "at the chalk-face". The teachers, he said, should be responsible for improving standards and quality, he said.

Higher education has suffered from the traditional sixth-form divide into academic and vocational, he said. Politicians had failed to grapple with 16 to 19 education.

"This division creates a fatal soft spot in the middle of the education system which prohibits the development of a truly comprehensive system of HE," he said.

"We badly need a national system of true tertiary institutions. When we've got that sector right, some of the problems of higher education will fall into perspective."

possible for higher education to widen its academic objectives, he said.

Sir Norman was giving a keynote address on the theme of effectiveness in further and higher education at a conference organized by the Centre for Educational Development and Training at Manchester Polytechnic.

Educationists were essential to the success of a tertiary system, he said.

"These should have a far higher priority, and if this is only feasible if undergraduate grants are held back, then so be it. But which political party will grasp this nettle?"

He confessed he had long been a heretic about mandatory grants. "It is 15 years since I subscribed publicly to the idea of a partial switch from grants to loans, far from being socially reactionary, it would encourage diversity and widen opportunity."

The objectives of higher education were, he feared, getting narrower. "The stranglehold of the three-year honours degree upon both universities and public sector higher education

seems to be absolute."

Universities were probably beyond redemption, but would the public sector follow suit? he asked. Is it too late to break the mould - make all students spend three or four years in the oven?

Four-term years, part-time courses, block study and distance learning packages should all be considered. FHE had to adapt to the needs of the consumers.

"Turning to validation, Sir Norman said self-criticism was fundamental to educational decisions about standards must lay within the teaching profession."

"They cannot be shuffled on to external agencies, be they examiners, validators, peer reviewers, inspectors or administrators, though each may have a contribution to make."

"I am doubtful of the capacity of bureaucrats to improve quality. In the last resort, standards depend on the individual teacher."

This kind of validation would need good academic leadership in colleges,

schools, polytechnics, vocational training and monitoring and critical self-inservice staff development.

"This was the theme of the education inquiry report and it has been attacked by those who seem to have confidence in the professionalisation of the teachers."

Sir Norman stressed that the teachers must be heard when they speak of their own quality, efficiency, value for money and accountability are becoming

table.

Dr Alan Hibbert, assistant officer for the Council for Academic Awards, accepted the report's charges that the education system was "over-bureaucratic."

"But we are trying hard to change that," he said. The CAA was making changes in its internal arrangements. However, he was not agreed and prevented by the unions themselves.

"It is difficult to understand resistance to change by academics. It's there."

NEWS

Geraldine Hackett reports from the Assistant Masters and Mistresses Association conference on teacher appraisal

Action soon on enabling powers

The Government intends pushing ahead with legislation requiring local education authorities to appraise teachers regularly.

Mr David Wilkinson, DES Assistant Secretary, told the conference that the Government is looking for an early opportunity to introduce the enabling powers proposed last October by Sir Keith Joseph that would allow him to require education authorities to appraise teachers.

Circumstances would dictate whether those powers were used, he added.

As yet there had been little ground-work on the form appraisal would take because of teaching union objections to the subject being linked to this year's pay negotiations.

But Mr Wilkinson envisaged appraisal as the setting down of national guidelines, that will concede the need for a great deal of local variation. Such a multi-purpose scheme would be developed in stages.

The aim was to improve the overall management of the teaching force. The information provided could be used at different levels: by local education authorities to ensure adequate staffing; by schools to encourage teachers to work on their weaknesses and to recognize potential.

Improving teacher performance would lead to better pupil achievement. Progress had not been made in working out with teachers the processes by which appraisal would be implemented. The Government had been prepared to put up the money and would have allowed it to be decided how it could be done.

"We do not have a blueprint. But only if appraisal is mutually agreed will



Sir Keith . . . proposals

we be able to operate it effectively in schools," said Mr Wilkinson.

"The ill-informed have said appraisal would mean an externally imposed system and would be used to weed out bad teachers, to give merit money to a few and put the fear of God into the rest."

"That is not the form of appraisal the Department is looking for," he said. Mr Wilkinson accepted there was a general anxiety among teachers and suspicion of motives behind the introduction of appraisal, but teachers were already appraised every day.

"Without appraisal there is the information provided to affect 30,000-odd transfers a year or the decisions taken on who should attend in-service training?"

The Assistant Masters and Mistresses Association publicly accepted that appraisal in some form was going to be introduced.

Mrs Glensy Harrison, the chairman of the association's teacher supply and training committee, told the conference that members should campaign on common issues.

Classroom observation 'essential'

Classroom observation of teachers is important in appraisal, Mr Tom Cornthwaite, deputy education officer in Suffolk, told the conference.

"I'm not sure we can wait for something to go wrong before watching a classroom performance," he said. Two classroom visits a term were probably needed.

The Department of Education and Science had recently funded a Suffolk study of appraisal schemes. One of the fears among teachers about appraisal was that it would be applied mechanically, but that had not been the case in the schemes looked at in Suffolk. It was important, he said, that effective, idiosyncratic teaching was encouraged.

Interviews were seen by teachers as hostile. But the appraisal interview was intended to be a dialogue.

There would be difficulties in introducing appraisal. Some teachers would not be good appraisers and solutions to that problem were essential.

Extra resources would also be needed. The training of appraisers would take about four days and teachers being appraised would have to find between three and four hours.

"Where in a primary school are teachers going to find three or four hours? It will either be lunchtime or after school."

"Perhaps if it was the only thing going on at the moment it would be possible, but this is only one element of the restructuring process going on in education," said Mr Cornthwaite.

The appraisal programme would have to include a more creative in-service training programme, effective follow-up and evaluation of appraisal. "It's unlikely that we will get it right for all time at one go," he added.

(Advertiser's Announcement)

The MEP PRIMARY page

In the chair



Children at Cherry Willingham School have built this full size dental chair, complete with computer controlled drill, lights and cooling fan, and a traffic light system to warn of patients to and from the chair.

In the spring of 1984, three teachers at Cherry Willingham Primary School in Lincolnshire introduced their classes to work in technology and computer control. They saw control as a means with which to develop problem solving skills in a wide variety of curricular areas. Each class was divided into three groups of 10 to 12 children.

While one group worked on construction skills, the others worked on computer skills or craft activities. A system of rotation ensured that at the end of nine weeks all the children were quite proficient in construction work and in the use of an 'In Control' computer system. This system, which has BBC, 480Z and Spectrum versions, is one of many packages which make computer control accessible to primary age children.

Rather than practise craft and construction skills as ends in themselves, it was decided that the children should first design and make three and four-wheeled vehicles from 12 x 12 mm lengths of softwood. Later, switches and sensors were added: lights, buzzers and motors, known as output devices, and input devices like push switches, tilt switches, pressure pads and photo-electric cells. The children had previously used batteries to make their models work.

They became very excited by the possibility of being able to control a sequence of events automatically! Soon, ninety minute periods were quite inadequate to capitalise on the interest generated, and additional time was made available. It was during such a session that an idea was born which was to influence the scope and direction of a full term's work.

Four girls were left with a computer, and a range of input and output devices, and told to see what they could do with them. Twenty minutes later one girl was lying flat on a table whilst another, Sally, was commanding her to 'open wide'. Lights 'blazed overhead' and to the accompaniment of a whirling Lego motor, and the persistent drone of a telephone buzzer, Sally 'clutched an awesome dentist's drill'.

No one knew at that stage just how much these four girls had started, but the dentist's activities quickly became the focus for a project on 'Taking Care'. An armchair was donated, and its mechanism was dismantled and re-

The views expressed on this page are not necessarily those of the MEP Directorate. Reviews do not imply endorsement by the Programme.

CORRECTION

In an article included as part of our four-page advertisement for MEP in the centre of the 75th anniversary issue of the TES, there is this statement:

"In the area of primary education the purpose (is) to adopt and apply the skills and experience gained with secondary school children aged 11-18 to the learning and curricular needs of the 5-11 age range."

This is inaccurate and does not reflect the philosophy of the National Primary Project, which is the only one within MEP concerned solely with primary education.

Its aim is to look at the needs of primary school children and the needs of their teachers, to look also at the potential of new technology, and to use it to its full to enhance and extend the learning opportunities for children.

As in all other aspects of education, we trust that it will be our secondary colleagues who will adopt and apply the skills and experience gained with primary school children when they themselves are considering the learning and curricular needs of the 11-14 age range.

Anita Straker
Director, National Primary Project

Readers write

Dear Sir,

Earlier this year I was lucky enough to go on a course entitled "Posing and Solving Problems with Logo" - it did both! I had what I considered to be a good background knowledge of turtle graphics and a basic grounding in Logo. However, I arrived not knowing what to expect but with a briefcase full of background material. (I never even looked at it - there was neither time nor need.)

The course was based on a pack of materials produced by the MEP Primary Project. It was described as being designed for the teacher-trainer and the members were from a variety of backgrounds: teachers' centres, colleges, LEA advisory services. As with all residential courses the first hurdle was getting to know the others and frantically trying to recall names. Other hurdles soon followed!

How our brains began to ache as the week progressed. I can't speak for the others, but by mid week I felt that my true knowledge of Logo was sadly limited. The whole process of learning was painfully brought home to me - the frustrations of incorrect syntax are almost indescribable. But then a saviour arrived in the form of a disc of LOGO toolkits designed for primary and secondary schools by Mike Sharples. Oh, what joy. Now I was able to make LOGO actually do what I wanted it to.

It was a pleasure to work with people from all over the United Kingdom, and a particular pleasure to be on a course tutored by those with obvious experience and expertise. The latter is not always the case as I am sure many would agree. If any readers get a chance to go on this or similar courses I would highly recommend it.

Yours sincerely,
Howard Gillings
Head, New Scotland Hill School, Berks.

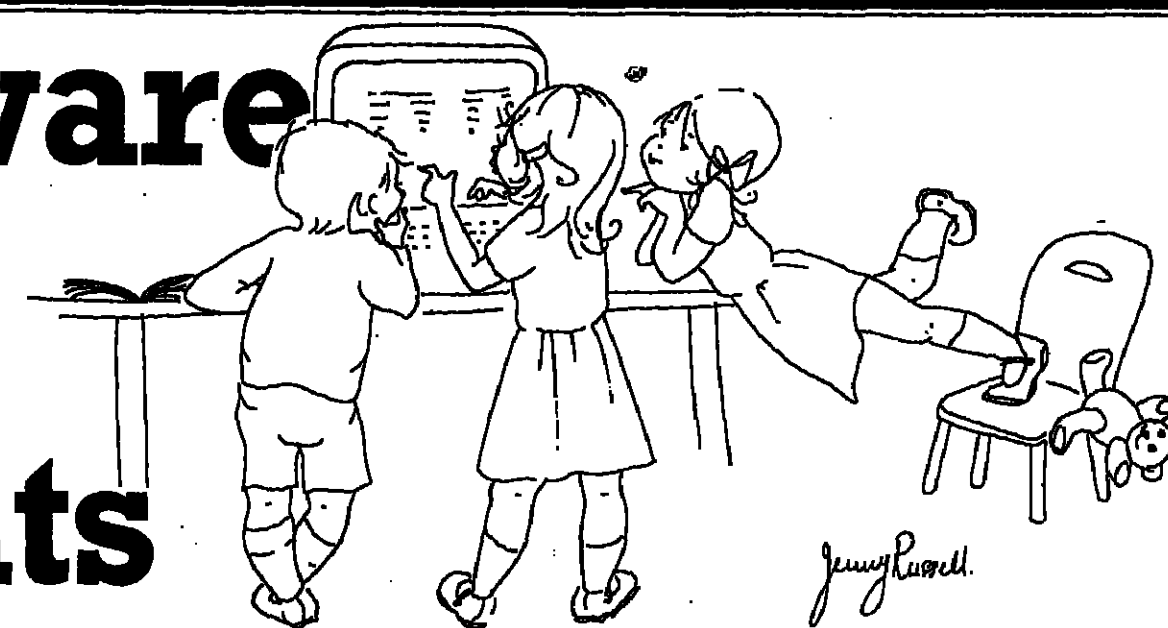
About MEP and this advertisement

MEP, the Microelectronics Education Programme, is funded by the central education departments of England, Wales and Northern Ireland. It explores ways in which microtechnology can be used to extend and enhance the learning opportunities of all pupils.

This page is one of a series that MEP has paid for in the TES to allow practising teachers and related professionals an opportunity to share widely their experiences in the application of microtechnology to their particular specialism.

If you would like further help, then your local adviser is the first person to turn to. We try and brief them with developments and in any case they will know of additional resources that you might find helpful or useful.

Software for infants



Jimmy Russell

The introduction of microtechnology into primary education poses many problems for teachers in schools and for their trainers. The MEP National Primary Project was set up in Summer 1983 to try to identify some of these problems and to support those who have responsibility for the in-service and initial training of primary teachers. The project's team, led by Anita Straker, is based at King Alfred's College, Winchester.

Regular meetings with the primary co-ordinators of the 14 MEP regions provide the national team with a picture of the range of in-service activities taking place in England, Wales and Northern Ireland. As part of its work the project runs residential courses concerned with the integration of the microcomputer into the primary curriculum. To help with this the team also produces resources for teacher trainers to use on their own courses, including materials for teachers to use in their own classrooms.

The latest of these packs, *Infant and First School* - the role of the micro was distributed in September 1985. Among the items contained in the pack are slides, a video and an audio tape, articles of background reading, examples of children's work, a software catalogue and three discs of infant software together with comprehensive suggestions for classroom activities.



Children at Park School, Bristol, introducing themselves to electronic mail.

Information technology in the primary school

John Donne preached that no man is an island. And what was true in the seventeenth century remains true today. We do all live in one world; an individual cannot hope to remain insulated from the actions of others. The Dean of St. Paul found it hard to persuade his congregation that this was so: after all it required more than just imagination, it needed an act of faith to really believe that a citizen of James's London ought to feel concerned with the doings of his fellow men in, say, India. Communications were poor, information was scanty, access to that information was limited.

Today we live in a world filled with information. We are bombarded with news, facts, figures and rhetoric from a bewildering array of sources. How do we make sense of all this? More importantly, how do we set about equipping the children in our care with the necessary skills for dealing with

The programs have been carefully chosen both to complement existing good practice within infant and first schools, and to provide examples for discussion on how the range and quality of classroom activities can best be extended.

The first disc contains a number of small programs. JUMBO, TREASURE HUNT, PUZZLE FARM, and THE LOST FROG are all adventures. Each places children in the sort of situation where observation of detail, inquisitiveness, memory, and logic all have a role to play. Some of these programs make extensive use of graphics, and words are kept to a minimum. Others are more demanding and THE LOST FROG is included as an example of an adventure which relies wholly on easy-to-read text.

BRICKS, MOSAICS, PAINT and FIND all share the theme of matching but approach it in very different ways. BRICKS and FIND are simple matching programs, but MOSAICS and PAINT are programs which are very much more complex. Children can use them to match patterns others have created, or to create patterns of their own - a self-appointed matching task!

The last two programs on this disc, PLAY TRAIN and TOYSHOP, are both strategic number puzzles.

Disc 2 is made up of programs which are powerful tools to be used in the

classroom as an additional resource. OURSELVES and OUR CRAPHS, by reducing the number of options and by presenting all the information which must be remembered on screen, are intended as introductions to later work with FACTFILE and PICFILE. The programs enable children to store information, to ask questions about it, to retrieve it and display it as graphs.

INFANT TRAY, a simpler version of Bob Moy's DEVELOPING TRAY, puts young children in the position of making predictions and encourages divergent thinking about text. For those teachers not already familiar with the program TRAY however, the title needs some explanation. In a photographer's dark room a picture placed in the developing tray gradually becomes a coherent whole. Because some areas develop faster than others there is a period during which intelligent guesses can be made about the content of the fully-developed photograph.

In this computer program passages of text are similarly explored by the children; correct guesses lead to more of the passage being revealed. Whilst the strategies involved are not precisely the same as those used in reading, there are interesting parallels to be drawn. The program is accompanied by a utility called CREATE; this allows teachers to enter texts of their choice for the children to explore.

more than five miles in a day? What is the favourite school pudding? Which part of the playground collects the most litter?

Other primary children are exploring the possibilities of word processors like EDWORD and WRITER. These don't just let children produce truly collaborative work, they may change the way in which children view the writing process. Writing becomes negotiable - a first draft can be written which can be changed until the author is satisfied. Often children's writing is discussed by other children and then further refined. Writing becomes a way of communicating information and not just a way of recording it.

Primary children use the TELEBOOK program to construct colourful electronic newsletters and magazines. This medium offers some advantages over the more conventional ones. Mistakes are easier to rub-out. Children can take work they have done and edit it to form the basis of the next publication. The electronic magazine does not get dog-eared and grubby with use.

More recently children have begun to explore the world of information outside the classroom. The Times Network for Schools has set up a Primary Schools Pilot Project which will enable selected primary schools to use their computers to exchange information over the telephone network. Not only will they be able to collaborate with each other on joint project work, they will also be able to access information from a national database. Even more interestingly, they should be able to contribute information to it. One nine year old girl was amazed to see information she had researched on Barnes Wallis appearing on her local database within hours of her typing it in on the school computer.

Some primary children have even started to exchange information with schools in other countries. The DATAM project hopes to place ten Devon primary schools in contact with nine in Tasmania. They will be able to use electronic mail to contact each other. A reply can now be had in hours rather than days or even weeks.

The way ahead may not be entirely clear, but there are signs that primary

WRITER is an easy to use word-processor designed for school children of all ages. All text is shown in double height and the program includes facilities for printing out the text and for moving, deleting or copying blocks of text. A version which allows the Concept keyboard to be used in conjunction with the program is now available.

The third disc contains CARTOON. In this program animated teletext scenes can be edited into any order by the children to create a cartoon story. Completed stories can then be saved on disc and easily transferred onto video tape, when sound effects and a commentary can be added. Whilst CARTOON is provided more as an example of the type of program which might be used with infants rather than used by them, this may not prove to be the case. Young children's capabilities are often underestimated and there has already been an enthusiastic response to the program by both teachers and children.

With the exception of CARTOON, permission is given by the copyright holder of each program for copies to be made by teachers attending courses based on these materials. The programs are available for BBC and RML 480Z machines. Further details can be obtained from local authority primary and/or computing advisers, or from colleges running primary initial training courses.

schools are facing the problems presented by the information explosion.

FACTFILE: from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge, CB2 2RU.

EDWORD: from Ciyd Technics Ltd, Antelope Industrial Estate, Rhydymwyn, Mold, Ciywd.

WRITER: from MEP Primary Project Infant & First School Pack.

TELEBOOK: from 4matation Education Resources, Linden Lea, Rock Park, Barnstaple, Devon.

Micros and primary education

MAPE was established in 1981 by a group of enthusiastic teachers. It aims to promote and develop the awareness and effective use of microelectronics as an integral part of primary education. Schools, teachers, or parents joining now will receive during the coming year:

- * three editions of MICROSCOPE, the house journal;
- * MAPE Tape Three - a collection of computer programs for BBC and RML 480Z micros;
- * a MICROSCOPE 'Special' on using the micro with infants;
- * opportunities to join in a variety of regional activities such as day conferences and evening meetings;
- * a cheap insurance scheme for hardware;
- * a preferential rate for the annual conference to be held in Manchester in the Spring;
- * advice and support through a team of 14 regional representatives.

MAPE has enjoyed the support of government agencies such as MEP and DTI and a number of industries concerned such as BP and IBM.

The membership fee is £10 per annum (£15 overseas).

Application forms can be obtained from the MEP Primary Project, St James' Hall, King Alfred's College, Winchester SO22 4NR, or from Mrs G. Jones (MAPE), 76 Sudbrooke Holme Drive, Sudbrooke, Lincs. LN2 2SF.

... and looks at assessment in the police and motor industry

Judged by behaviour

A policeman's lot may not be a happy one, but it is one that is keenly measured. All police have to undergo an annual performance review and are measured against a system known as a behaviourally anchored rating scale.

Mr Ian McKenzie, who helped to draw up the appraisal programme used by the Metropolitan Police, described the method followed to devise this system. First, a list of valued qualities was drawn up. A large group of officers were then asked to define behaviour which reflected such qualities. Some qualities, such as integrity, had to be abandoned as they could not be defined in a behavioural way.

A policeman is usually appraised by his immediate superior. Schemes vary between forces, and qualities valued in a Metropolitan PC are not the same as those valued by his counterpart in Devon.

Inspector Roger Morgan, who is looking at the Metropolitan scheme, said there are plans to introduce an appeal scheme. A police officer not happy with his annual appraisal: can appeal to assistant commissioner level.

He did not believe personal bias could be eliminated from appraisal schemes, but the police did attempt to set criteria that called for specific responses. The cost in police time of operating the scheme ran into hundreds of thousands of pounds.

Pitfalls of performance

At the Ford Motor Company while collar employees are assessed according to how well they have met defined objectives.

Mr Ron Shepherd, Ford's manager of education, training and personnel services, has his doubts about whether performance appraisal of teachers can work given the present conditions of the education service.

He senses a lack of consensus about objectives in teachers. "I don't believe appraisal can work effectively where people don't know what is expected of them," he said.

Ford Motor Company has had performance appraisal systems for the past 20 years. The problem with early schemes was that they raised expectations among staff that could not always be fulfilled. The system was modified so employees were not told of the assessment of their promotion potential.

Since the 1970s the system has been one of management by objectives. Employees are measured against their achievement of specific targets.

The advantages of appraisal systems were that management had to think beyond everyday events. For employees, they presented an opportunity to talk about their strengths and weaknesses.

Appraisal: rewards not punishment

By Diane Spencer

Job appraisal leads to rewards, not punishment, a conference in Coventry on staff development in further and higher education was told last week.

Mr Les Howell, a manager in manpower development with the Royal Insurance Company, said: "The aim is to reward people; we want them to be a success, we don't want to screw them to the wall."

His company held performance reviews of staff every year. These kept up standards, discovered where training was needed and set targets for employees.

Mr Howell noted that teachers took appraisal very personally. But, as a parent, he did not think it "particularly out of line" for the teaching profession to follow industry's example.

However appraisal had to be as objective as possible and not at the mercy of the quirks of individuals.

The main problem with appraisal was in giving it, said Dr Colin Turner from the Further Education Staff College. Most people in FE were scared about having to carry it out. Training was, therefore, vital.

"Don't get into appraisal unless your college is prepared to make an investment in training," he added.

This could be small: one weekend workshop, then two hours every month for a year, he said.

Covert appraisal already existed in colleges: principals reviewed staff and vice versa. "Anyone who says 'Appraisal? Over my dead body' is talking from a dead mind."

Appraisal derived from a professional commitment and standards of the individual. It was based on three assumptions: that staff took a pride in their job; they were likely to carry on learning throughout their career; and they were better at some things than others.

NEWS

Bert Lodge reports on teacher trainer fears expressed at SRHE conference

Is there life after CATE?

For years the question in some teacher training colleges has been, "Will we survive?" Now the question in them all is, "Will we survive CATE?"

The Council for the Accreditation of Teacher Education began work in January. By May it had looked at nine institutions and failed eight of them. These were given a year to get things right.

No wonder the annual autumn conference on teacher training last Saturday run by the Society for Research into Higher Education was this year on "The impact of CATE". And no wonder it attracted the biggest attendance, over 120, since the conferences began in the mid-1970s.

One requirement worries the colleges more than any other among those which must satisfy the council: "A sufficient proportion of each training institution's staff should have enjoyed success as teachers in schools and their school experience should be recent, substantial and relevant." This condition was picked out in bold on the front of the accompanying literature last Saturday.

It came in for some stick. Dr Ivan Reid, Leeds University School of Education, who had been picked to lead the attack on just about every single criterion the Education Secretary requires CATE to apply, commented wryly: "... recent and relevant experience? It is as though this in one activity somehow enhanced performance in another."

Chief education officers might equally benefit from classroom experience, he remarked, but it's not required of them because the job they do is seen as intrinsically different.

"As teacher educators we need to realize that our enterprise should stop responding to other people's agenda," he declared. "What we should really be about is drawing up our own

agenda."

Mrs Pauline Perry, chief HMI for teacher training and suspected by some college staff as one of those "other people" responsible for CATE's hated agenda, sat two yards away listening impassively.

Later she pointed out the criteria were produced after wide consultation by the Advisory Committee on the Supply and Education of Teachers.

Dr Reid gathered speed. "Students already have contact with tutors who have 'recent and relevant experience'. It's called school practice. He noted there was nothing in the criteria about exposing students to tutors with recent scholarship."

He was scathing about the insistence that colleges must involve school-teachers in the selection of candidates for teacher training. "No thought about how it can be facilitated let alone financed. Is the thinking that there's sufficient slack in the schools to allow involvement in such a time-consuming process?"

Then he asked: "There is no evidence that teacher educators have admitted the wrong sort of student in the past, is there? In any case, how many potential PGCE physics students will be rejected?"

Even more scepticism was reserved for the way entrance to the profession was to be controlled. This was sinister, he said. "The council's criteria suggests teachers are born, not made. So our job will be to polish qualities already there."

Another requirement was to use practising schoolteachers in the training of students, Dr Reid pointed out. "If we are serious about involving classroom teachers in the education of teachers we need a resource mechanism for job-sharing or job-swapping. And that assumes a willingness of the classroom teacher to cooperate. It also



Pauline Perry: criteria produced after "wide consultation".

assumes their efforts will be diverted from the classroom into teacher education."

As for the imposition that PGCE courses in future must be at least 36 weeks long, he wondered if that was to show the inferiority of such courses alongside the BED. Moreover, the extension had been set in motion with no extra resources or finance. Yet some tutors were in institutions where, unlike the monotechnics, promotion depended upon research and publications. "Where else would a 20 per cent increase in workload be dreamt of?"

However, Dr Reid had a welcome of sorts for some aspects of the criteria. "They appear to clarify the inappropriateness of allowing students who are unsatisfactory in the classroom to gain teacher qualifications." Circular 3/84 which split out the criteria also spoke of early identification of the unsatisfactory, he remarked. "One solution would be a qualification without qual-

ified teacher status but CATE has not suggested that yet."

Teaching quality and teacher education were traditional areas of concern, he said. They had always been assumed to be in decline though that was rarely demonstrated. Dr Reid found the lack of evaluation of the outcome of changes was quite inexcusable.

If only the criteria had emerged from a collective approach instead of by edict then an experimental base would have been established. "We need to monitor and research incipient change," he concluded. "So that we provide a knowledge base from which to move forwards to the improvement of teacher education. Otherwise, we shall continue to be subject to the vagaries of those in power and fashion."

The applause as Dr Reid sat down suggested he had voiced the suspicions and hostility of most of his audience.

Mr Peter Knight took the rostrum as a teacher trainer who recently had acquired the sort of school experience the criteria specified. Though a former secondary teacher of history before joining the staff of St Martin's College, Lancaster, he had spent a term in years ago in a primary school.

In his opinion, the value was not did not classify it as "professional updating" but rather as development work. "I don't see a great deal of evidence that teachers are out of touch. Some people may have the need but for a very large number of it would suggest that updating - or keeping your hand in - is not a way of looking at this criteria."

He thought the value lay in a symbolic statement to schoolteachers. "We are all part of the same community." And it got teachers into colleges. "The interchange may not make a great deal of actual difference but makes a great deal of symbolic difference."

One of the things which had pressed him in the primary school was to discover the "cult of the generalist". The idea that a primary teacher is only a primary teacher if they spread themselves across the curriculum.

Mr Knight must have known that was trailing his coat before Mr Reid in saying that. The orthodox Elizabeth House has for some time been that what primary school means subject specialists.

Indeed, Mrs Perry reminded the audience at another point that there was no more than the conclusion arrived in the HMI primary survey of 1984. But Mr White must also have known that if he was warning of a crisis he was sharing by a considerable proportion of the people present.

NEWS

Hilary Wilce reports on the problems of an East End school in the aftermath of a series of racial clashes

Living on a short fuse



Daneford School... character changed dramatically over past three years

believe that staff at Daneford have done little to get on with the nitty-gritty tasks of hammering the nuts and bolts of the authority's existing policy into shape and that some seem as committed to confrontation with the ILEA as to the issues themselves.

Daneford has had an unsettled past five years, with a number of changes of headship and a large programme of asbestos removal.

This year there have been a number of serious racial clashes including: ● the holding and slashing of a Bengali boy in a school corridor, for which four boys were expelled

● the stabbing of a pupil, away from the school, at a local funfair

● a young Asian boy punched and cut on the ear at the school site

● a fight involving a large number of boys

Tension has mounted after each incident, with worried parents arriving at the school, rumours flying, and - recently - television cameras at the gates. On one occasion the head asked police to patrol the streets around the school as pupils went home.

Like the boys, the staff are also in conflict, both among themselves, and with the school management.

In May some of the school's NUT members picketed a school careers convention because the police and armed forces were taking part. The protesters entered the building to press home their point and two teachers, Ms Norma Hundleby and Ms Mary Trapp, were arrested. Their case comes up on Monday.

The NUT members at the school, about two thirds of the 65-strong staff, allege that the Inner London Educa-

tion Authority's anti-racist policy is only a paper commitment. They claim that officers have consistently underplayed the problems of racial violence at the school. A leaflet handed out to parents this week talked of the authority's "complicity with racism".

They say no attempt has been made to meet the needs of Bangladeshi pupils, highlighting that there are only three Bengali-speaking teachers, and no Bengali-speaking administrative staff. Letters home to parents have only occasionally been sent in Bengali.

They are pressing for Bengali to become a core curriculum subject. Boys at present learn French, which many teachers think is inappropriate. "But the curriculum deputy head told us last spring that this would be political dynamite in a National Front area," Ms Hundleby, the school's NUT representative, said. "He was worried about antagonizing white parents."

Other demands handed in to County Hall include one for improved site security, for an improved discipline structure, full consultations with unions on the timetable and curriculum, more English as a foreign language staff, and for support for the "self-organization of pupils".

Strike action had prevented teachers from attending a meeting to discuss anti-racist policies at the school, Ms Hundleby said. She explained that, although the school had an old anti-racist statement, a new one had not been worked on because of the immediate problems of physical violence in the school.

"We are showing immense goodwill by being in the school at all. We've exhausted all channels at the school. Now it is up to the ILEA to sort it out."

About a third of Daneford's

teachers belong to the NAS/UWT. They have not joined in strike action and feel the NUT has been "pre-emptive" and "unprofessional" in its conduct, according to school representative, Mr David Russell.

Yet members of the association agreed there were very serious problems of poor communication, time-tables, and curriculum policy development within the school.

Mr Ken Williams, who took up the headship at Daneford in January from a neighbouring East End school said this week that "with hindsight" the communication structures in the school needed to be improved.

The school has now advertised for a Bengali-speaking administrative helper, and there are plans for another teacher of Bengali, he said. He has also put in for a Bengali typewriter.

In addition the school should be getting about 11 additional posts funded by Section 11 money, made available from the Home Office to meet the needs of New Commonwealth children next September.

However, he did not think the school was under-resourced. "The authority has pumped in resources since I got here," he said.

He also thought the school coped efficiently with incidents of racial violence, though more needed to be done to look at areas of the curriculum. "That is something I need to talk to heads of department about." Militant teachers "did not help" the situation, he said.

The ILEA is due to meet the head and teachers shortly, and is expected to offer the school additional help.

But Mr Barrie Stead, chairman of the schools subcommittee, said that although some excellent work was being done at Daneford, "There is a clear need for the senior management and teachers to move forward together to improve further the quality of education under the guidance of the head and with the support of the local inspector... The authority can only do some of the work necessary to combat racism."

Guidelines on sex equality in colleges

Further education colleges in London have been given handbook guidelines on how to implement the authority's policy on sex equality.

And Dr David Hargreaves, Inner London Education Authority's chief inspector, has warned institutions not to avoid tackling the more controversial issues.

In an introduction to the handbook, he writes that some issues will "arouse strong feeling and controversy... but care must be taken not to avoid issues because it challenges the dominant consensus of conventional practices".

The guidelines are intended to help colleges to discuss and plan equal opportunities policies. Only three London colleges out of 26 has a female head.

The guide suggests how colleges can develop policies, and suggests strategies for action. These tackle issues of staffing, students, curriculum, college ethos and employers and the community.

Student leaders have banned three popular national newspapers, from being sold at a university shop because of their topless or near-topless pictures. They ordered *The Sun*, *The Mirror* and *The Star* to be removed from the Students' Union shop at University College, Cardiff because they claim they break the union's anti-sexist rules. "We believe such topless pictures degrade and exploit women's bodies," said a spokesman. But the ban has angered some staff at the university who used to buy the papers regularly.

Successful girls 'seen as failures'

by Hilary Wilce

Many of the strategies now being used by schools to boost girls' educational attainment could be counterproductive, according to complex new research.

The work examines the classroom performance of girls in maths. It shows that, contrary to common belief, their performance does not decline as they progress through secondary school. It reveals, too, that there is not a large difference in exam performance between boys and girls.

However, the girls' success often comes to be seen as failure in the classroom, because of widely-held ideas about what constitutes "proper" learning, coupled with traditional notions of masculinity and femininity.

"Girls can be successful in terms of mathematical attainment, gaining by taking responsibility in the classroom, but remain relatively powerless in terms of teachers' judgements of their performance," the report says.

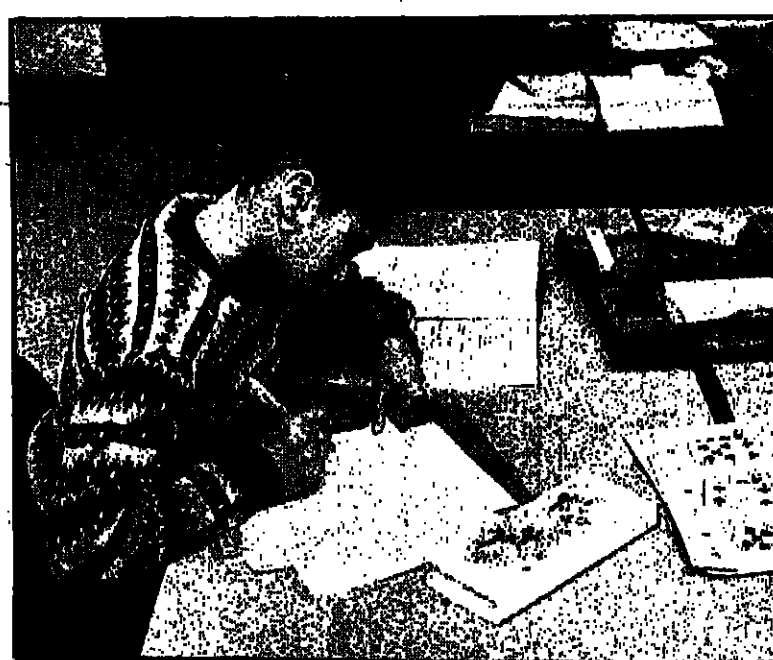
Teachers equate good learning with the kind of rule challenging and outspokenness which is often more typical of male behaviour. A quiet, hard-working, conformist approach, even when successful, is less likely to be seen as such.

For example, Helen, who was considered good at her work in primary school, was seen by her teacher in the first year of secondary school as "having a tendency to over-accentuate... presentation... very well-mannered and polite, and rather than push herself forward to understand more mathematics, she'll sit back".

Helen, say the researchers, became less assured of her teachers' approval and began to lose confidence. She said, of her maths lessons: "They try to explain... but there's always someone going, 'well, and I feel I've got to hurry, and I get in a mess'."

As a result of this kind of process girls are less likely to be stretched and challenged than are boys, and also less likely to be entered for O levels, than for CSE.

Although the research concentrates on maths, the researchers - Ms Roale Walden and Ms Valerie Walker -



Girls' performance in maths does not deteriorate as they get older.

discovered - say it has implications for all work on gender and education. Their findings are published as a Bedford Way Paper, from the Institute of Education, London University.

Ms Walkerdine, a lecturer in curriculum studies at the Institute and Ms Walden, an east London teacher, argue that although girls have problems in school, these are neither problems of failure, nor of incomplete development.

"Attempts to introduce better role models for girls, to change stereotyped images in books and presentation of subject matter, allow greater curriculum choice and provision, operate on a model of rational change through the provision of information."

"If we are correct in our analysis of the way in which girls struggle to achieve femininity, no amount of information will produce change by itself. Indeed, one is tempted to suggest that it might well provoke serious resistance."

attainments were not seen as real, or simple indicators of success. Teachers made a clear distinction between what they saw as "rote memorization" and "good learning", both children who were "hard workers" those with "flair".

As a result, some pupils, although doing well, were seen as not understanding what they were doing. Teachers, say the researchers, they watch for and promote characteristics which they consider to be related to this - confidence, fluently, risk-taking, rule-breaking. They say, these are all values which are traditionally ascribed to masculinity.

On the other hand, characteristics which are considered feminine, such as being kind, helpful, nice, and so on, are all qualities which are seen as being good and hard work in the classroom, but not to the kind of "flair" and "brilliance" which teachers want to see as evidence of "real" understanding.

As a result, girls find themselves caught up in a personal struggle of a way of behaving, and of learning, which satisfies their need to be good, but which also shows that they are not "real".

The researchers stress that because of the complicated mesh of educational theory, classroom interaction, and society's views, "any analysis of femininity, new approaches to education, problems of how for these purposes needed, which let both pupils and teachers acknowledge their own and fears. It is also vital, they say, that practical and theoretical changes be hand-in-hand."

From their analysis of exam results and the clear tendency of teachers to enter fewer girls than boys for O levels they also point out the urgent need for a common examination system.

The results of tests given by the researchers showed that there was no great discrepancy between the performance of boys and girls, and that girls appear to keep up their primary school performance through to the fourth year of secondary school. However, there were marked variations from classroom to classroom.

This led them to consider the ideas and practices of different teachers, and how the performance of pupils was seen in the light of these. They discovered that pupils' actual

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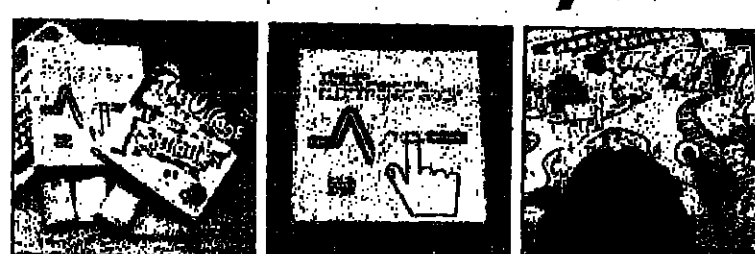
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NEWS

Susannah Kirkman reports on reaction to union plans to hit the 16-plus Sanctions won't stop us, say boards

The GCSE will go ahead in a limited form despite the stepping-up of union sanctions against the new exam and the misgivings of those who see the starting date as unrealistic, say the exam boards. But the final product may not be what Sir Keith Joseph originally envisaged.

If the threat by the National Union of School Masters/Union of Women Teachers to boycott in-service training for the new exam is carried out, staff will no longer be able to prepare pupils in the way that was planned, according to Mr David Whitbread, a spokesman for the Association of County Councils.

Mr Brian Swift, secretary of the Joint Council for the GCSE, said that if the exam were postponed, schools would still use GCSE syllabuses, but joint certification—the issuing of GCE and CSE results on the same papers—would continue. He was echoing comments made last month by Mr Colin Vickerman, the Secretary of the Joint Matriculation Board.

One essential feature of the GCSE has already been delayed. The move from norm referencing (in which pupils are compared with one another) to criterion referencing (in which they show they have reached certain defined standards) has now been postponed until at least 1990.

NAS/UWT members have now been instructed not to:

- cover for teachers absent on work connected with the GCSE;
- participate in work for the new exam outside normal school hours;

take part in Phase 2 of the in-service training programme, which starts in January, if the pay dispute is still going on.

Mr Fred Smithies, the union's general secretary, has said that the boycott will stop the GCSE timetable dead in its tracks, but Mr Swift has disagreed.

He says that the two-day in-service training courses that the NAS/UWT threatens to boycott are only the beginning of a lengthy period of training for teachers which will also include school-based training in assessment techniques and training on specific syllabuses from the exam boards.

Cover for teachers attending training courses will be provided by the local authorities.

And Sir Keith Joseph is still considering a request for an extra five days' training for teachers involved in the GCSE at the end of the summer term.

However, it is hard to see how the Department of Education training model can survive union opposition if Sir Keith decides against allowing extra time for training. The "cascade" system relies on representatives from subject departments attending Phase 2 training, so that they can then pass the information on to their colleagues at school.

The timetable for the GCSE has been repeatedly criticized.

The teacher unions, local authority associations and one of the exam boards, the Yorkshire and Humber



Fred Smithies: boycott to try to stop timetable

side Regional Examining Board, have all begged for a postponement. All have been concerned that the in-service training proposed by the DES will be inadequate, regardless of the action teachers may take against it.

Mr Peter Snape, general secretary of the Secondary Heads Association, said this week that the examination should be postponed for a year. His members did not want to be associated with a hurried, last-minute patch of the job.

Exam experts have suggested that the DES has underestimated the difficulties of introducing a greater assessment load for teachers. The GCSE will demand that at least 20 per cent of the marks in all subjects should consist of school-based assessment carried out by teachers.

Last week, Mr Ivan Wallace, senior chief inspector for the Northern Ireland Department of Education, said that teachers would not be ready to launch the GCSE in September 1986 unless there was a more detailed

in-service training programme (see below).

In England, Mr Stanley Putnam, headmaster of Brookfield School at Salisbury Green in Hampshire, has written to parents telling them that he is unable to reassure them that the GCSE will take place in 1988 as planned. Even with union cooperation, the preparation timetable was too short, Mr Putnam told *The TES*.

Sir Keith Joseph maintains that the plans for the 16-plus are proceeding on schedule, and there will be no postponement.

If there is, he says, "then the blame is squarely on the shoulders of the teacher unions".

There is, of course, disagreement with him in the education service on the latter statement. More importantly, as far as the biggest change in secondary examinations in England and Wales is concerned, there is growing scepticism about his first contention too.

Call for special needs framework

by Diane Spencer

A plea for a coherent system for children with special educational needs was made by Mr John Fish, former HM Inspector, at a conference in London.

Mr Fish, who chaired a specialist committee for the Inner London Education Authority, complained of "fragmented provision and separate administrative empires".

"Children should not be seen as bundles to be passed from one place to another. We need coherent and collaborative patterns of working," he told a conference on teacher education and special educational needs organized by the National Union of Teachers.

He wanted better cooperation between special schools, units and primary and secondary schools. It was "nonsense" to exclude separate provision for disruptive children from special educational needs, he added.

Teachers should be trained to work with parents and with other services. And they should know how to prepare children for the transition to adult working life.

At present there was an air of tension between the optimistic open-ended education system with teachers thinking "all these swans", and a far too pessimistic atmosphere emanating from the employment and training system.

While much can be done by the individual, the system of teacher training in relation to special educational needs. There should be some preparation in initial training followed up by short in-service courses in induction and early teaching experience.

Then teachers who wished to specialize should qualify in three phases which could be "end-on": the first would enable teachers to work effectively in ordinary primary or secondary schools, the second would give them the ability to work with children with specific handicaps such as severe learning difficulties, and the last would equip them for leadership, research and advisory work.

The present system was too divided with generalist and specialist training in the same course and not enough progression, he said.

Mr Stuart Johnson, director of education for Leeds, said that programmes must be matched to the needs of pupils in schools. They must be practical, analytic and pragmatic. We must not be seduced by theory. He was chairman of a working party on special needs set up by the Advisory Committee on the Supply and Training of Teachers (now disbanded by Sir Keith Joseph).

It recommended that the mandatory qualification for teachers of the old and blind should be removed. The advice was rejected by the education secretary.

But Mr Johnson still believed that highly specialized courses should be planned out as teachers were to be disadvantaged in competing for a limited number of jobs. They should be sought posts in mainstream education for which they were not trained.

He preferred an improved system of in-service training or shorter courses after general training. Leeds, said Mr Johnson, had around 500 teachers on secondment for at least a term. 450 schools and eight further education establishments, this was a commitment. Some of his audience pointed out that some local education authorities were less generous in allowing secondments than others.

Mr John Bange, chairman of the NUT's ILBA committee on special education, said his authority only had 10 full-time equivalent secondment one per division.

L.e.a.s fail to win bigger slice of the YTS action



Wilson Longden

A hard-fought attempt to secure a bigger voice for the education service and the local authorities in the supervision of the Youth Training Scheme has been defeated.

The Manpower Services Commissioners have decided that there shall be no change in the composition of the 35 area manpower boards which oversee the scheme.

The Commissioners have accepted the recommendation of a review body to retain the present system of big boards, each covering several local education areas. And education service representation will still be confined to two members on each board, normally a chief education officer from one of the authorities and a college principal.

Local authorities will continue to be limited to a maximum of three members, usually elected councillors, leaving control of the boards firmly in the hands of the employers and the unions, who nominate five members each.

The local authorities and education representatives on the review body tried hard to get the whole structure changed, calling for a board for each l.e.a. area.

This would have meant a much bigger total education service and local government representation in the system as a whole, even if boards had the same balance of members as at present.

But the CBI and TUC used their joint majority on the review body to block the proposal. The TUC in particular is against increasing the number of boards because it would be hard put to find enough paid full-time officials

strongly opposed by Mr Alistair Lawton, the former Association of County Councils education chairman who still officially represents the English and Welsh authorities on the commission.

More surprisingly, Dr Malcolm Green, the Scottish local authority representative, sided with Mr Lawton, convincing their colleagues that local government was against the idea.

Mr Longden said afterwards: "It is all a great pity. I understand the desire to keep decision-making bodies small, but the whole history of the area boards shows that they really need more professional expertise".

The recommendations do nothing to increase the powers of the area boards, many of whose members have complained that they have been used as rubber stamps for Government and MSC decisions, and have been repeatedly overruled when their views have clashed with those of local MSC officials.

But in future, local officials who contest a board's decision and appeal to the MSC chairman to overrule it will have to prove that they are right and that what the board wants is in breach of the MSC's rules or policies.

The commissioners overturned one major recommendation of the review body—that co-opted members of area boards, who are usually representatives of ethnic minorities, women, or young people, should have full voting rights. But it approved a requirement that boards should consult regularly with young people drawn from the programme review teams set up within YTS schemes.

To everyone's surprise, it was

Students seek links with other young

A major new strategy to unite "town and gown" is to be adopted by the National Union of Students. It is based on building close links between students in universities and polytechnics and those in the further education colleges, including YTS trainees.

The drive to create links is part of a determined effort by NUS leaders to rid of the union's image as an elitist organization of the educationally privileged.

This week they launched a campaign demanding a range of basic rights for all young people which emphasized the needs of those in further education or in training rather than at university. But the NUS also tried to highlight its concern with "ordinary" young people more than a reflection of its growing proportion of FE students who now amount to 65 per cent of the membership.

The union believes that its university members need the help of the college students to break out of an isolation which can often be physically dangerous.

Mr Philip Woolas, its president, says that there is considerable hostility to university students among other teachers, and that "student bashing" is common in many university towns and cities. FE students, who, unlike most of the university members, live in their localities, can form a bridge with the rest of the youth population and with the community as a whole.

"It is a two-way deal," says Mr Woolas. "What the higher education student unions can offer to the FE colleges is their usually much greater expertise and resources".

And he points out that some university unions like that at Manchester University's Institute of Science and

Technology have already been highly successful in transforming their relationship with local young people by throwing open their discos or other entertainment to them.

Mr Woolas says that it is not only the superior facilities that the higher education student unions can offer to share with the colleges. In general they know much more about organization and campaigning, and how to deal with the managements of their institutions.

The union's main practical step towards achieving the integration it seeks is a plan to restructure and develop its network of area organizations, each of which covers a group of higher and further educational establishments. At present areas vary enormously in the way they operate and in their funding and power: the new plan aims at putting them all on a firm footing and providing financial help to those that need it.

The NUS understands and believes that for the development of a national areas network there needs to be a vast commitment by the national union, says an internal report setting out the recommendations.

The report says that at present many people see the NUS committees representing the universities, public sector higher education, and further education as "totally separate sectors of education with different aims and objectives".

It points out that while the area organizations have established good relations with the Education Alliance, the joint education-trade union pressure group, on defending education in general, some areas have found difficulty in getting their local Alliance branches to support the NUS grants campaign.

Carmel McQuaid reports on Northern Ireland's misgivings

Ulster feels pressure from the timetable

The tight timescale for the launch of the new GCSE in Northern Ireland is putting the examination boards under intolerable pressure.

Determining reliable criteria for different grades has proved daunting, and the former GCE and CSE boards have been beset by disagreements over the merging of their systems' differing philosophies.

These were the chief stumbling

blocks in the move towards GCSE identified by the Standing Conference of Regional Examinations Boards which had "The implementation of GCSE" as its theme at its 21st annual conference at Newcastle, Co Down, last week.

Fortnight misgivings about the initiative were voiced by Mr Ivan Wallace, senior chief inspector for the Northern Ireland Department of Education who, in reviewing progress, warned of so many pitfalls ahead as to make GCSE potentially "the largest can of worms ever".

He alerted teachers to the danger that assessment could control rather than serve the curriculum. He warned that by concentrating on subject-specific areas rather than on other patterns of curriculum packaging, GCSE could restrict rather than liberate. It could pose barriers to cross-curricular development and fail to break down subject boundaries, as envisaged.

He also questioned whether GCSE, as currently planned, would in fact help achieve its goal of aligning the curriculum with the needs of contemporary society, on the grounds that the agreed national criteria did not seem flexible enough to accommodate new ways of thinking. Moreover, the grade criteria could impose a rigidity in teaching style and an attitude towards assessment that was in the interest of

neither teacher nor pupil.

He accepted the assurance by the Secretary of State that national criteria will be "reviewed and updated regularly", but I am concerned that when the time comes there may not be a solidifying of these criteria into tablets of stone more unalterable than the laws of the Medes and Persians.

He charged the government with neglecting the chance to place more responsibility for assessment in the teachers' hands. "It might seem that we do not trust the profession to deliver what in other European countries is the accepted norm—that teachers assess the pupils and report on their attainment largely without external interference", he stated.

The present innovation, he warned, threatened to produce a centralized curriculum monitored by centralized examinations.

The timing of the project also incurred censure. To expect teachers to be ready to launch the GCSE in September 1986, without a more developed programme of in-service training, was unrealistic, he asserted, especially in the case of those not involved previously in day-to-day assessments.

The principle of differentiation—where teachers reassess the pupils on the new grading system in order to advise what standard of paper to tackle—was another problem. He said it

would be possible for a good candidate who performed badly in the exams to be upgraded; while someone entered for a less demanding paper would be denied access to a higher grade, however excellently he performed.

It would also involve teachers in assessment of pupil performance by untried, unpractised and unknown measures. He warned: "The consequences for pupil selection, pupil motivation and school internal organization, are enormous."

The project's deadline was the subject of the speech by the conference chairman, Dr Walter Roy. He warned the boards there was no time for being "pedantic or pernickety" in dealing with syllabuses. He too expressed unease that a training programme had not yet been recognized as the continuing process it must be.

Most of the boards, however, were confident that they would have some syllabuses ready by the appointed date.

The Midland boards reported such differences in objectives that finding a centre at one time seemed impossible. A firm of management consultants had finally resolved the issues, setting up a joint management and a joint general purposes committee. They were now confident they could launch an examination in 1988.

or pupils they liked", he says. "Their income would depend entirely on their energy and the number of pupils—customers they could attract by the quality and effectiveness of their teaching."

Teachers would rent rooms for their teaching at rates determined by competitive tender, he proposes. The most successful teachers would be able to make the highest bids and thus get the most desirable rooms. The unsuccessful might go out of business as teachers and become assistants instead.

Economic Affairs, volume 6 No 1, October-November 1985, available from the Institute of Economic Affairs, 2 Lord North Street, London SW1P 5EB. Price £1.50.

How teachers could be entrepreneurs

Two schemes for introducing the free market into Britain's schools are proposed in the latest issue of the magazine *Economic Affairs*.

The first, a straightforward voucher scheme, is advocated by Mr John Pardo, the former Liberal MP and now managing director of Sight and Sound Ltd, the secretarial skills agency.

Arguing that the Government has already introduced the world's biggest and most successful voucher scheme in the form of the Youth Training Scheme, Mr Pardo says the idea should be extended to schools.

The Government dropped the idea of school vouchers in 1983 partly because it considered there would not be a sufficiently wide range of schools available, he claims. Yet the experi-

ence of YTS had shown that the new demand had generated new supply, with 4,000 managing agents appearing from "nowhere".

Mr Pardo's suggestion was quickly disowned by the Liberal Party. Mr Alan Leaman, chairman of its education panel, said the chances of vouchers becoming Liberal party policy were "absolutely nil".

The other scheme for introducing the market mechanism into schools is altogether more original. Mr Simon Harding, head of economics at Westminster School, proposes that all schools should sack their entire teaching staff and allow teachers to sell their services direct to parents in a competitive free-for-all.

"They would charge whatever they liked as tuition fees and accept whatever

SCHOOL EXCHANGE SCHEME

Enquiries are invited from teachers with an interest in effecting the exchange of a party of ten pupils and one teacher with a high school in the United States for four weeks. It is envisaged that accommodation will be provided for host families and that the participating schools will provide a varied programme in and out of school. It is estimated that the Easter 1986 programme will cost between £400 and £450 per student. Start your preparations now.

Obtain details from:
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Will MSC 'poodle' be muzzled?

Sir Keith Joseph may soon get the chance to muzzle the ungrateful "poodle" which has been nipping back at him and his ministers' colleagues for nearly three years.

For Mr Wilson Longden's term as education service representative among the Manpower Services Commissioners ends next month. As usual the DES has written to the main further education teacher bodies asking them who they would like to see appointed for the next three years.

The question is whether they will give for Mr Longden to be kept on and given the go-ahead for his second year.

Mr Longden's original appointment was a ministerial slap-in-the-face for the teachers' associations, which had recommended somebody else who, on precedent, would have been appointed automatically.

Mr Longden, vice-principal of Bedfordshire's Barnfield College, was known only for his authorship of a Conservative Central Office pamphlet and was thought, to have been chosen as a safe instrument of Government policy.

"They saw me as the minister's poodle," he has since said.

But once appointed, Mr Longden became a thorn in the side of the Government, and particularly of Mr David (later Lord) Young, first as MSC chairman and now Employment Secretary.

Mr Longden set up an impeccably thorough system of consultation with the FE bodies but in winning their trust and admiration has come into repeated conflict with Government policies and tactics.

DES sources indicate that, unlike three years ago, they want to make an appointment which is welcomed by further education. It could just be that the man foisted on the service last time is hated on ministers now.

Edited by Mark Jackson

Careers Diary

The Finniston committee's findings originally brought about the introduction of the "extended engineering" courses, on offer at present in many UK universities. These courses are organized to emphasize design and project work and to introduce other appropriate subjects such as economics, accounting and law to the intending engineer.

Because of the extended syllabus, they require four years of study instead of the usual three (in Scottish universities, five years instead of the usual four). In some cases, they are linked with periods of industrial training.

Extended engineering courses cover all the main engineering disciplines and also include such related courses as metallurgy and materials science at Loughborough, Oxford, Nottingham, Sheffield and Strathclyde; fuel and energy engineering at Leeds; naval architecture at Strathclyde; and acoustics at Southampton. As the courses are popular, A level grades of BBB (12 points minimum) are usually required.

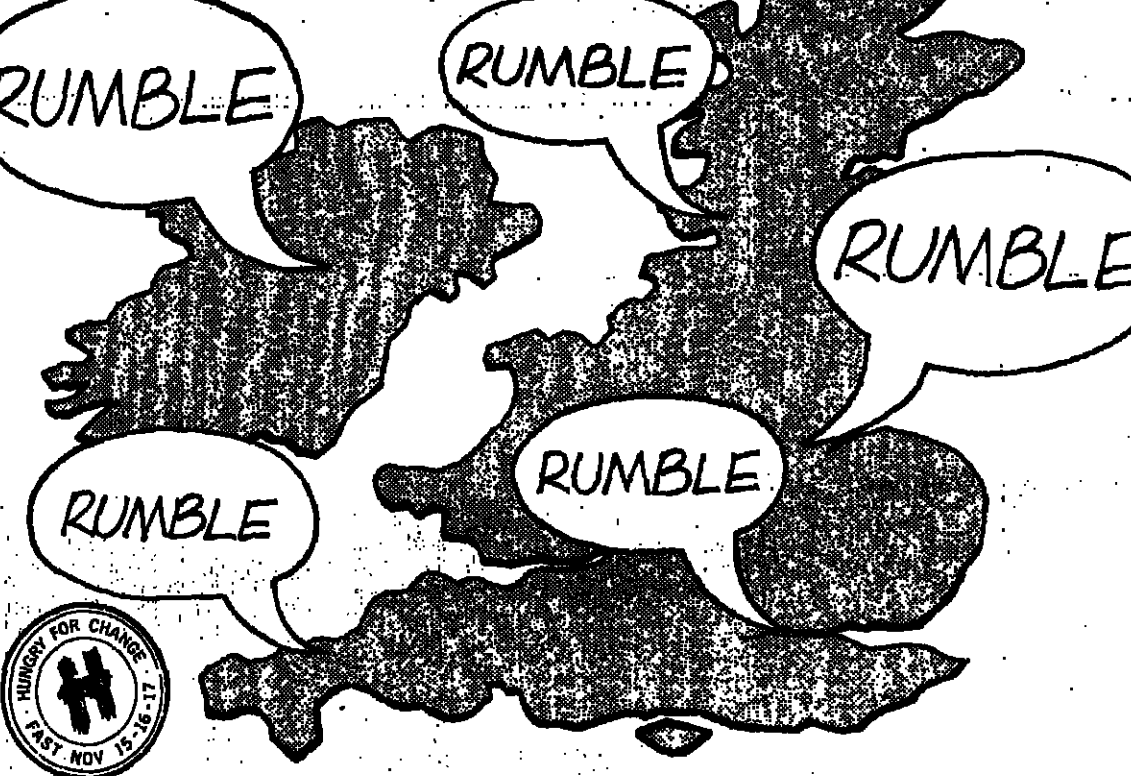
Industrial experience alongside academic study, however, is a regular feature of many degree courses, particularly in the new universities and in the polytechnics. Many employers recommend sandwich courses; in fact Brunel University claims a very high graduate employment rate simply because all their students spend a year out during their undergraduate years.

Employers sponsoring students pay their apprentice rates during industrial periods and also offer payments additional to local authority grants during study periods. Demand for sponsorships always exceeds supply and early applications are important.

One of the largest groups, in the private sector—GEC—is offering some 600 sponsorships through its 100 operating companies. Details have been published in an impressive 80-page booklet, *Student Sponsorships 1986*, available from the GEC University and School Liaison Department, PO Box 79, Wembley, Middlesex HA9 7PP. Values of awards vary, but average about £750 per annum. A level grades B are the usual requirement.

Brian Heap

If we all fast for a day maybe the Government will listen.



Last year the British Government spent as much on storing surplus food as it did on famine relief. And while more food is being produced worldwide than ever before, there are still 750 million people who are undernourished. Now is the time for you to bring this situation home. Especially to those people with the power to influence policy and bring about change. Last year in Oxfam's Hungry for

Change Fast more than 50,000 people showed their concern for the starving, and demonstrated this concern to the Government, by going without food. This year, put yourself on the line and join them. Even if it's only for one missed meal it's your commitment that's important. Show you're hungry for change. Join the Fast. If we all make enough noise we'll be heard in high places.

I SUPPORT OXFAM'S SECOND HUNGRY FOR CHANGE FAST

☐ I'll fast. Please forward my name to my nearest Oxfam organiser. ☐ I'm not able to fast, but send me details of the Hungry for Change campaign. I enclose a donation of £

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Send to: Oxfam, FREEPOST, Room No. T503, Oxford OX2 7ER. TO GET FURTHER DETAILS FAST, CONTACT YOUR AREA OXFAM ORGANISER THROUGH YOUR LOCAL PHONE DIRECTORY.



PRIMARY

VDU safety campaign launched

by Sarah Bayliss and Mike Durham

A new campaign to control potential health hazards associated with visual display units is offering free information to schools, parents and teachers.

The VDU Workers' Rights Campaign was launched at the House of Commons this week and called for new legislation to limit the continuous use of VDUs to one hour, followed by a 15-minute break, and for total daily use to be limited to four hours.

Among its aims are compulsory shielding of all VDUs to eliminate possible "leakages" of electro-magnetic radiation.

Meanwhile in Devon two teachers - Carol and Andrew Dobson - have withdrawn their children, aged five and nine, from school because they don't believe the use of VDUs is safe. The authority's schools subcommittee agreed this week that all equipment in schools should be checked regularly.

A report by officers says the authority recognizes its responsibility towards the health and safety of children and teachers in schools. It has sought advice from national and local experts.

Devon is currently preparing notes for schools on the use of VDUs in schools and the Health and Safety Executive is being consulted.

The report points out that to date there has been no research on the effects on children's health of using VDUs. All existing research is being scrutinized by the authority.

The Dobsons took their children away from Warberry C of E Primary School, Torquay, at the beginning of term because of the possibility of a health risk. The school has three VDUs linked to a computer.

"We are not against computers as such," Mrs Dobson told *The TES*. "But at the moment their safety is a grey area. They are not proven to be safe. We want parents to have the option of whether or not their children use a VDU at school."

The Dobsons' fears arise from research carried out in Canada, Australia and elsewhere which suggests that radiation "leakage" from VDUs could be a health hazard. In particular, they

cite reports by the Australian TUC and the Canadian public service employees union.

The research suggests that low-level radiation leakage from VDUs might result in cancers or leukaemia, cataracts, or other cell damage. Children actually using the VDUs might not be the only ones at risk, because of the danger of leaks from the top, back and sides of the equipment.

However, none of the research appears to be conclusive and in Britain, guidelines issued to schools by the Health and Safety Executive make no mention of radiation risks from VDUs.

At Warberry School, Mrs Dobson's elder son Gareth occupied a classroom permanently equipped with a VDU computer terminal which was switched on and in use for most of the day, even though few children used the screen for more than a few minutes at a time.

Mrs Dobson said she would not return her children to school until parents had the right to keep their children away from VDUs. She has called for every school to be equipped with a computer room or secure area for VDU use.

Mr Roy Pryke, deputy chief education officer, said: "The Dobsons are very safety-conscious parents and we are checking out the information they have given us."

"But we are dependent on the information we get from the Health and Safety Executive, and we feel we are getting the best available advice." "We anticipate that the Health and Safety Executive will strengthen the advice they give on the length of time pupils spend with VDUs, their location in classrooms, and switching them off after use."

"The problem is that nobody knows the extent of the problem. If the Dobsons had been around when chalk was invented, perhaps it would never have been used in schools. But the problem might be a lot more serious."

The VDU Workers' Rights Campaign can be contacted c/o City Centre, 2nd Floor, 32-35 Featherstone Street, London EC1. Tel: 01-608 1338.



Art of learning: Barry McGuigan, the world featherweight boxing champion, showed children how he was taught to draw, when he opened two religiously integrated schools in Belfast last week. Mr McGuigan, a Roman Catholic, who is Northern Ireland's best-known focus for cross-community support, was accompanied by his wife, Sandra, a Protestant, at the opening of Hazelwood Primary School and its associated Hazelwood College for 11 to 16-year-olds. The schools were established by a charitable trust in Belfast. Mr McGuigan said: "The only way to get peace and understanding here is to bring children together when they are very young. When they are much older, it's too late."

Under-5s guide

Birmingham City Council has produced a handbook for the under-fives with information and reviews of all kinds of day care, education, health and social services in the city. Alternative medicine and child abuse are among the topics covered with details of organizations which can be contacted.

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Freezing toilets hazard

by Biddy Passmore

The outdoor toilets of an outer London primary school are so primitive that the whole system needs draining every night in winter to reduce the risk of freezing up, MPs were told last week.

Mr Stuart Vincent, Conservative MP for Ilford North, raised the plight of St Vincent's Roman Catholic Primary School, in the London borough of Redbridge, during an adjournment debate in the Commons last Friday.

The toilets had been unaltered since the school was built in 1929, with the exception of PVC roofing provided by the parents' association in 1980-81, he said. They were unheated and poorly lit, and children had to re-enter the school before they could wash their hands.

During the extremely cold spell earlier this year, the toilets were frozen almost every day, he added, and the caretaker had had to carry out buckets of hot water to defrost them.

Yet the DES had turned down a request for a £63,000 grant to provide new toilets at the school because it had no money to approve proposals for population growth or reorganization schemes.

"Surely," Mr Thorne remarked, "basic need should include the provision of adequate hygienic toilet facilities for children at school."

Replying to the debate, Mr Bob Dunn, education junior minister, said he would like to help St Vincent's but stressed that the resources available for capital spending on voluntary aided schools had to be "limited to what the country can afford."

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Donald Fields meets Alice Miller, forceful apostle of non-violence

Breaking the chains of cruelty

In recent years the name of Dr Alice Miller has become familiar to teachers and parents in several European countries and the United States.

This Polish-born psychoanalyst, who fled to Switzerland in 1946, has become one of the most influential voices of our age against child abuse and a doughty challenger of conventional analytical theory emanating from Freud.

Three of Alice Miller's books have been published in Britain: *The Drama of the Gifted Child*, *For Your Own Good* and *Thou Shalt not be Aware*. But so far her ideas have not excited this country as much as they have the German-speaking and Nordic areas.

However, she may be on the verge of a British breakthrough. Recently she has received a growing amount of publicity in this country.

In an interview given to *The TES* in Finland, she emphasized firmly her view that there can be no case at all for corporal punishment in schools.

"To hit children is a crime," she said, "even if it is not legally acknowledged as such. It means killing the psyche, the emotions, the potential of a human being."

Born in 1923, and intense in the way of many who survived the Second World War in Central Europe, Dr Miller says that any child responds to and learns both tenderness and cruelty from the very earliest years.

Those who are abused will later gain their revenge by destroying others through criminality, or themselves through drugs, prostitution and other disorders.

"The ultimate in violence perpetrated by battered, unloved children was carried out by Hitler, Eichmann and others," Dr Miller claims. In her detailed analysis of tyrants she convincingly links their childhood years with their perverted adulthood.

Her message to parents and teachers is that they must try to break the chains of unwelcome cruelty to children, that can be handed down from generation to generation. Multiplied countless times, a behavioural change of that kind at family or school level could deflect whole societies away from violence.

On the surface, the idea that "a child who is loved will never be cruel" is so eminently sane as to be axiomatic. Does the fact that it has to be stated at all mean our values have gone off the rails?

"Yes," said Dr Miller, "but at least we are becoming more aware of what



Alice Miller... Freud challenged

happens and not stooping to the levels of abuse recorded in antiquity and the Middle Ages.

Freud, according to Dr Miller, betrayed children with his obsession with the Oedipus complex, the idea that they wanted sexual relations with their parents. She says that his insistence that patients' memories of being sexually abused shall be regarded as merely fantasies of their subconscious desire for their parents, denied the facts and caused untold suffering.

Facts and figures about child sexual abuse in the family, which are now emerging, seem to back her stance.

Dr Miller also demolishes two maxims: "Spare the rod and spoil the child" and "Honour thy father and mother." She dismisses all conventional arguments in favour of hitting as a form of discipline and says there is nothing wrong if parents discuss frankly with their own children the abuses done to them by their own parents when young.

Dr Miller believes that Britain is still a hotbed of support for corporal punishment, pointing out that opinion polls show a high level of support for it.

She deplores the British tendency to scoff at Danish and Swedish laws which ban spanking of children even in the home, pointing out that Swedish studies have proved the law helps to create a climate against violence. She credits feminist movements in these, and other centres, with moves against child abuse.

Her message, she says, is universal and crosses national boundaries. She believes much British violence stems from the fact that the "safety valve" of beating natives in the former colonies no longer exists. The reflex is diverted to defenceless children in the home she says, who reply in kind on attaining adulthood.

Reduced gradually at other levels. The number of pupils attending the *grundskole* is forecast to drop by 15,000 (2.7 per cent) next year from this year's total of approximately 515,000 (Norway has a population of 4.1 million). All pupils are now guaranteed 23 hours of schooling at state schools per week throughout their six years of primary and lower secondary school education.

Other planned reforms are measures to guarantee all young people under the age of 20 either a job offer, training or further education, with Norway's 85 folk high schools (experimental schools for adult further education currently attended by 7,000 pupils in Norway) receiving a 7.3 per cent cash increase to provide 200 new places for unemployed youth on special combined work/study courses.

Educational facilities for the handicapped are also to receive improved state support along with language teaching for foreign immigrants and religious, leisure and sports facilities for all pupils in primary and secondary schools.

Educational establishments in outlying areas, in sparsely-populated northern Norway, which suffer from an acute lack of teachers and adequate facilities, are also to benefit from the budget.

Norway's 157 private schools, attended by 13,000 pupils, are also expected to receive increased state support in 1986.

Despite falling rolls, maximum class quotas at the *grundskole*, which were reduced from 30 to 28 for the upper classes this autumn, are also to be maintained.

Christopher Follett

Christopher Follett

Christopher Follett

OVERSEAS

Trying to balance the maths equation

FRANCE

Ministry leads drive for curriculum rethink. Mary Follain reports.

A revolt is taking place in France against the tyranny of mathematics, a subject which is thought to be reducing all others to insignificance. The revolt has been fermenting for some time in education circles from the ministry down.

Later this month M. Jean-Pierre Chevènement, the Education Minister, is expected to announce a revision of the upper secondary or *lycée* curriculum, including a remodelling of the *baccalauréat*, which he hopes will restore balance by reducing maths to a more reasonable status in the curriculum, while improving the standing of other subjects which have become correspondingly devalued.

He has repeatedly denounced the "inflated power" of mathematics and the common assumption widespread in France that they alone can guarantee excellence. "Mathematics have become the exclusive instrument for the selection of the best pupils just as Latin was 30 years ago," he said.

The *baccalauréat* is composed of nine main sections or "series" which are subject oriented (*Bac A* in literature, *Bac B* in economics etc.). Several of the series are sub-divided into blocks of compulsory subjects, making a total of 25 permutations in all-eight general and 17 technical.

In recent years, the maths-orientated *Bac C* has dwarfed the rest. Because of its prestige the best pupils want to attempt it whether they are mathematically-minded or not, and they know it provides the best possible passport to success in their future studies and careers.

Everyone wants *Bac C* holders: the elite *grandes écoles* together with the preparatory classes leading to their gruelling entrance exams; technical universities; medical and business schools as well as prospective employers. Even the prestigious schools of literature, the *écoles normales supérieures*, prefer it to the literary *Bac*.

"Too many pupils take their *Bac C* and then go on to something quite different," says M. Chevènement. "We are not attacking maths: we want less maths and more mathematics."

Early last year, M. Alain Savary, the former Education Minister, said it was essential to counter the idea that maths was the only hallmark of success. He took a more dim approach to *lycée* reform than does M. Chevènement, but both ministers are influenced by a recent report written by education historian, M. Antoine Prost.

French education ministers come and go but the Government's underlying objective remains the same. If France is to become economically competitive she needs more university students, particularly in science, maths, biology and bio-technology.

"More students mean more successful secondary pupils and that in turn means that education must be improved at every level," says M. Georges Laforest, a close associate of the minister.

"If we are to achieve our other goal of 80 per cent of an age group educated to *baccalauréat* level by the year 2000, secondary education in particular must be of a high quality."

The project is an ambitious one not the least because *lycées*, already bursting at the seams, "The regions who are now responsible financially for *lycées* will have to make an enormous effort and so will the state which supplies the teachers. New *lycées* will have to be built particularly in rural areas and resources will have to be found somewhere."

It is just over a year since M. Savary resigned after public opinion routed Socialist plans to integrate private schools into the state system and to abolish the *lycée*.

Christopher Follett

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Christopher Follett

Taking cover from the insurers

UNITED STATES

American schools are facing a new financial crisis: their insurance policies, taken out to cover them against injury claims from students, have increased in cost by as much as 800 per cent in the past 12 months.

The reason is a rash of million-dollar jury awards for students involved in football or gymnasium accidents, which contributed towards a loss of \$3.8 billion (\$2.6 billion) for the American Insurance industry last year. It was the industry's worst showing since 1906 - the year of the San Francisco earthquake.

The insurers' panicked response has been to raise the premiums sky-high, while at the same time making drastic cuts in the amount of liability they will accept. In Lincoln Park, Michigan, for example, last year's insurance premiums were \$61,638 (\$42,500 for policies which included umbrella protection of \$5 million for catastrophes). Now the school district is being billed for \$501,882 (\$346,000) in premiums, for which it will get only \$1 million worth of coverage.

Another group of Michigan schools, in Pontiac, found their premiums more than quadrupled to \$810,000, and their coverage slashed in half. "I could understand an increase in premiums of 20 per cent or even 50 per cent," said Mr Byron K. Love, deputy superintendent. But to do this is simply beyond reason.

The Pontiac schools are having to make wholesale economies to pay the new premiums, which are equivalent to the total cost of educating 200 children.

The Utica Mutual Insurance Company of New Hartford, New York, has now refused all coverage for the 580 schools district which it used to insure in Ohio, after a profusion of lawsuits for minor injuries and injuries. Last year the company had to pay \$1.4 million to the family of a parent who fell off a ladder while decorating for a school play.

In the face of this, school districts are banding together to form their own insurance pools. One such, in Illinois, is providing schools with double the coverage they enjoyed under their previous commercial policy, in return for a fractional increase in premiums.

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NEWS

Insights into pupil thinking

by Virginia Makins

Ten teachers in East Anglia, who set out to research children's thinking, found that their normal practice in secondary or middle schools gave them very little insight into how pupils were thinking. It also gave the pupils little opportunity to think critically about their own work.

A report of the project, funded by the Schools' Council, was published last week. The research was coordinated by the Centre for Applied Research in Education at the University of East Anglia, but the topics and design of the individual projects were developed by the teachers concerned.

Some teachers investigated children's thinking in their specialist subjects. Others looked at the effects of the hidden curriculum, observing how children's social behaviour, and teachers' attempts at discipline and control, influenced children's thinking.

One middle school teacher studied pupils' jokes as a clue to their styles of thinking. She found that the intellectual, worldly and sophisticated jokes of a top set were likely to be an asset when they moved on to secondary school.

In contrast, the crude jokes of a bottom set were not only likely to threaten teachers' control, but also suggested that the pupils' levels of



Teaching practice gives pupils little chance to think critically about their work.

thinking were not up to the demands of most of the secondary curriculum.

Most of the teachers who studied thinking in their own subjects started by finding ways to listen to children, assessing some of the work of the class.

Some recorded discussion groups which showed pupils' criteria for some of the work they were doing. In practical subjects like music and PE, video and audio recordings allowed children to assess their performance.

Many of the teachers became aware that normally they required children to accept teachers' standards, rather than

'Excluded' black teacher attacks NUT executive

by Richard Garner

A black teachers' group leader has attacked the executive of the National Union of Teachers for refusing to order disciplinary investigation into a complaint alleging "professional misconduct" against two of its members.

Mr Raman Bhattacharyya, who currently chairs the Inner London Black Teachers' Group, a body representing all black teachers in the capital with just over 100 members, had made the complaint after he had been excluded from his former school - Hydeburn School - in south London for 16 months.

Mr Bhattacharyya, a former council member of the Inner London Teachers' Association, the biggest branch of the union, and still an NUT member, now works as a multi-ethnic adviser with the Inner London Education Authority.

A staff meeting at the school - held three years ago - voted to exclude him from the premises until the ILBA had made a final decision on his status at the school.

It had been alleged that his presence had upset some members of the staff because of the way he was to have pursued a friendship with a female

member of staff - a charge he vehemently denies.

A hearing under the ILBA's grievance procedure eventually voted to propose a resolution to exclude him from the premises until the school was satisfied with the NUT's response.

Mr Bhattacharyya "NUT's" complaints under the act of the school and a head of department who had chaired the staff association meeting both of whom were NUT members. The acting head had been the one to tell him to leave the premises.

Decisions taken by the union's complaints machinery did not satisfy Mr Bhattacharyya, who alleged racialist attitudes in the school and at NUT executive level.

An NUT spokeswoman said the union's decision was final, and there could be no further appeal within the union's machinery.

She said the union could not go any further on the case since all complaints were treated as confidential by the union.

Schools' spending to rise 12%

NORWAY

When education spending in most Western European countries is being cut or frozen, Norway's centre-rightist coalition government, recently re-elected for a second 4-year term, proposes to increase educational budgets by 12 per cent in 1986.

The Norwegian draft state budget for 1986 allocates \$870 million to education and Church expenditure for next year (both areas come under the same ministerial portfolio in Norway).

According to Mr Kjell Magne Bondevik, Norway's Minister of Education and Ecclesiastical Affairs, "special priority" will be given to reforms affecting the *grundskole* (primary and lower secondary school) along with improvements to educational services for the handicapped.

Despite falling rolls, maximum class quotas at the *grundskole*, which were reduced from 30 to 28 for the upper classes this autumn, are also to be maintained.

Christopher Follett

Christopher Follett



Mixed feelings on education reforms

SOUTH AFRICA

Susan Fleming reports on responses to important changes in the apartheid system

Changes in the structure of South Africa's education system have recently been announced by Mr F W de Klerk, the country's Minister of National Education, although critics of the government say they fail to tackle the main educational problems in the country.

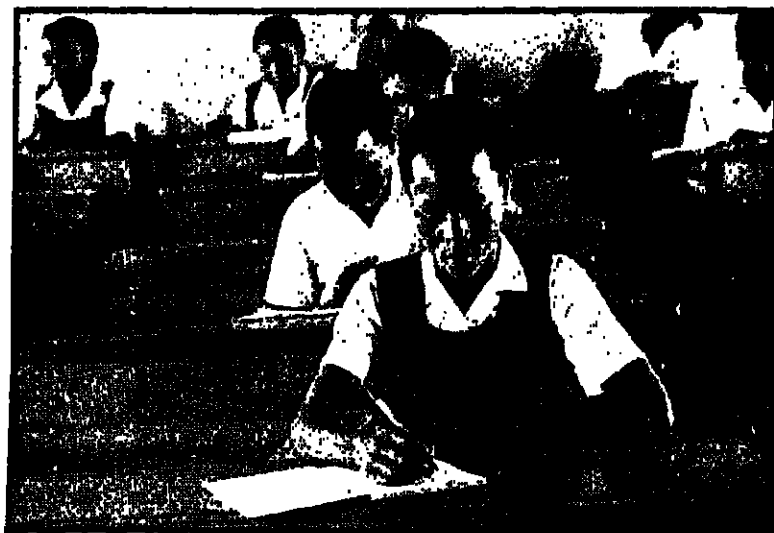
One of the most important is the introduction of a multiracial, 26-member South African Council of Education which will give the minister advice on general education policy.

Education departments in South Africa are racially divided for the four population groups. General policy matters in these different departments will now be made by one central department, the Department of National Education.

According to Mr de Klerk, his department will be the unifying factor in South Africa's education system.

The council will advise the norms and standards for the financing and running of education for all population groups; salaries and conditions of employment of staff; the professional registration of teachers and the setting of syllabuses and examinations.

Other changes in the education structure include the introduction of certification councils which will control exams written from school level to



The new council "will be unifying factor in the education system".

technical and teachers' training colleges.

Until now entrance to university has been controlled by a body called the Joint Matriculation Board. This role will now be assumed by the Committee of University Principals. This committee, which previously consisted only of principals from the white universities, will now allow full membership and voting rights to black university principals.

The structure of financing education has also been revised and the government intends to provide subsidization next year. Private schools will be divided into one of three subsidy

categories - 45 per cent, 15 per cent and 0 per cent of what it costs to educate a child in a government school.

Educationalists have welcomed the introduction of the council. A prominent educationist, Dr Ken Hartshorne, said he welcomed it because of its wide representation and because the organized teaching profession had been included in the membership.

But, Dr Hartshorne said, the new council should have existed in a system where there was only one education department. Education was still racially divided into separate departments, he said.

Mr Horace Van Rensburg, The

Progressive Federal Party spokesman on Education, said the government should accept that interracial understanding and unity could never be achieved if children were segregated.

The government has received some praise for its plans to subsidize private schools next year. Many private schools are more liberal than the state system and some admit pupils from different race groups. But private school principals have stressed that conditions of financial help should not include any restriction on the entrance to the schools of black, coloured and Indian pupils.

Mr Van Rensburg urged the government to free private schools from all apartheid provisions and to allow them officially to admit pupils of all racial groups.

Professor Karl Tober, the Vice-Chancellor and Principal of the University of the Witwatersrand, said although he was pleased with most of the structural changes, the minister should have gone further. Many people, including himself, would have preferred to have a single ministry of education, Professor Tober said.

Professor Tober said he was pleased that the Committee of University Principals, which until now consisted of heads from the white universities, had been reconstituted.

"Until now we have been racially divided. Now that the vice-chancellors and rectors of black universities can be equal and full members of the committee, we will at least have the satisfaction that at university level we can sit around the same table formulating educational policy which will be free of discrimination," he said.

Harry Rée reports on an inaugural European conference

Communal futures

The first European conference of the International Community Education Association, which took place in Saarbrücken, West Germany, recently proved to be an almost exclusively West German-British occasion.

Probably this was an advantage. Within Britain the differences in interpretation as to what constitutes community education are wide enough, when the differences evident in West Germany were added there was sufficient material for discussion to fill 2½ packed days.

About 30 members from the ten countries attended the conference, and were welcomed by the Saarland Minister of Education, who suggested that his party's success in the election was not a little influenced by its plans to introduce comprehensive community schools.

He was followed by Mr Andre Fairbairn, until recently Leicestershire's director of education. His retirement means that he is now able to devote his imagination and energy to promoting community education both in Britain and abroad. He will be doing this first, through the Community Education Development Centre a Coventry and as president of the International Community Education Association.

Mr Fairbairn said that the ICEA would attempt to push a particular recipe for community education, but would encourage member countries to adopt policies which would reflect the needs of their communities.

He gave one example of how this might be achieved: through the concept of the special community teacher, which he originated in Leicestershire. This involves teachers in five community schools working in a joint contract, which permits them to take between 10 and 30 per cent from their normal teaching time to devote themselves to special projects outside the school. For this they receive additional pay amounting to £275 a year for each 10 per cent of teaching time taken off.

The project could include running a club for handicapped children or producing a local magazine. Mr Fairbairn hoped that a scheme like this would be accepted and written into the national salary structure. Another speaker, Dr Hermann Glaser, called for the decentralization of education. A centralized system, as it existed in most parts of Germany, would impede the forming of organic links between the school and its immediate neighbourhood by transforming it.

Because of the changed nature of work, resulting in the growth of "jobless production", he warned of the struggle already looming, between those with and those without work. This could be avoided only by developing a third social revolution alongside the third industrial revolution we are now going through.

The former would involve not only fair share-out of resources and paid work, but the recognition that unpaid meaningful activity would be socially accepted and properly respected.

In later group discussions participants examined the problems of implementing community education. Two teachers from Blefeld, Hants, to Kreft and Christine Thomas described an experimental school in which they work. It is the principal of Professor Von Henkels, of Blefeld University, who had set up the *Laborschule* for younger children, not dissimilar to our progressive primary schools of the 1970s.

It had also young people between the ages of 16 and 26 follow a curriculum devised to replace the limited academic channels of the traditional *Abitur* courses.

It has, however, proved difficult to get universities outside the Land of North Rhine-Westphalia to accept this qualification, and the college is under threat.

More meetings are planned for 1986 and 1987 in France, Italy, Belgium and Luxembourg, and the following year

Time to take stock in graffiti conflict

Sir - I used to teach in an inner-city comprehensive; now I am a lawyer. I guess I work up to twice as many hours a year now and the pay is better. But I never get as exhausted as in my teaching days. Believe me, most teachers earn every penny they get. They would earn it if they got their full Houghton pay increase. They would still earn it if they got twice that increase.

The failure of parts of society to recognize that value is depressing and I can understand how it has brought thousands of teachers to the point of despair. Alas, we will reap for years the harvest of disaffection and alienation among professionals who occupy the most influential and creative of all roles - the teachers of the young. If only...

Even from the distance of North Tyneside, therefore, the additional problems of the Manchester graffiti conflict bring nothing but pain. I presume that Manchester's teachers are as dedicated as North Tyneside's and we can all read the statistics of Manchester I.e.a.'s commitment to secondary education (at 13.8, the best PTR outside London, an improvement of 13 per cent over two years compared with a national average improvement of only 2 per cent; at £1,411, the highest spending per pupil outside London, an increase of 22 per cent over two years compared with a national average increase of 15 per cent). They cannot be bad teachers and

Manchester cannot be a bad I.e.a. Yet angry teachers fighting for their dignity and quality in their working lives form the irresistible force. And a good I.e.a. protecting the principles of a quasi-judicial appeals system forms the immovable object.

I can write with the wisdom of ignorance. I know neither the terms of the obscene and offensive graffiti, nor the strength of the evidence against the five pupils nor the sincerity of any remorse. But I can understand both the hurt felt by the victims of the graffiti and also the principles of natural justice that must govern any suspension/expulsion procedures.

There must be a way out of the impasse. From this distance it appears that both sides are fighting for valued principles, but have not yet met on the same battlefield. The issues involved are important and should be explored without the distraction of a fight between people who ought to be on the same side.

Cannot there be a ceasefire? Perhaps interim terms (without prejudice to the long-term solutions) can be agreed whilst some form of independent inquiry (conducted by people trusted by both sides) into all the issues takes place.

If only...
PADDY COSGROVE
Councillor on North Tyneside I.e.a.
19 Windsor Terrace
Whitley Bay
Tyne and Wear

Other questions

Sir - The report on the recent CBI conference on work experience (TES, October 18) misrepresents me somewhat. The desirability of work experience for secondary school pupils was not an issue at the conference: all present, including myself, began with the shared assumption that work experience of some kind was a good thing.

The point I was trying to make about younger students was that if as is plainly evident, especially with the advent of YTS 2, the centre of gravity of the education and training system is moving up the age scale and nobody is going to leave initial education and training structures before the age of 18, then the concept of the old-fashioned "school leaver" of 16-plus needs to be modified.

Moreover, because the combination of falling school population and stagnation of resources makes the continuation of the school sixth form in many cases economically unviable and in others irrational, a new style of provision for the 16 to 19s is rapidly emerging up and down the country based on tertiary colleges or systems involving a break at 16. In this case, my argument went, the basic secondary school for the 11 to 16s was freed from many of the imposed bonds of the past and could run, in some autonomy, the coherent, integrated, balanced curriculum plan that we have all in our several ways been striving

after for many a long year. What kind of liaison with the world of work was proper in these circumstances, for such a curriculum plan and for the young people involved in it, was my question. Among my own suggestions was that the liaison could be spread over more of the secondary years and take a variety of forms, compared with the present conventional block three-week placement out of school.

I also said that there were many threads of school work that had been drawn out in recent years in protest against the former abstracted, school-isolated curriculum - applicable sciences, young enterprise, SCIP, simulations of industrial situations are examples and there are many more - which could now be pulled together with "work experience" in a new curriculum pattern to create a more persuasive and perhaps more subtle tapestry for young people, than the ad hoc patchwork inherited from the past.

The aim would be to integrate into the education experience of young people, from now on and forever a feeling for the needs and values of the world of work and an appreciation of the gift of education as a preparation for it and to reach that end by concerted purpose and design, not just by a convergence of accidents.

MICHAEL HARRISON
Manpower Services Commission
TVEI Unit
Moorfoot
Sheffield

Fighting drought with new ways of schooling

ETHIOPIA

Rosie Birkbeck reports from Tigray on educational advances in rebel areas.

In schools all over the country, curriculum committees shake their heads and wistfully dream of the chance to design a curriculum from scratch. Thousands of miles away, in a deeply disadvantaged corner of Africa, this is exactly what is happening.

Tigray, in northern Ethiopia, has been in the news recently because of the famine, a condition exacerbated by its war. The media have brought pictures of the drought-stricken population leaving for the refugee relief camps in Sudan and news that the Ethiopian government has no control over the rural areas, but little has been written about developments in Tigray itself.

Eighty-five per cent of the area of Tigray is controlled by the Tigrayan People's Liberation Front (TPLF) which was formed 10 years ago. It holds all but the larger towns and has set up a rapidly developing administrative system.

I recently spent a month travelling in West Tigray, having crossed the border from Sudan with the TPLF's permission. I was guided and guarded

by guerrilla fighters armed with Kalashnikov rifles captured from the Soviet-backed government and was taken to see the relief and rehabilitation projects of the Indigenous Relief Society of Tigray.

The TPLF has well-established education, health and agricultural departments, with regional representatives who both advise and set up services and training schemes for the population of nearly five million people.

Under the rule of Haile Selassie and before the formation of the TPLF, the area was very poorly served. There were only five secondary schools for the entire population and almost no medical facilities despite the fact that large education and health taxes were levied on all the population.

The TPLF has founded schools and clinics and initiated a literacy programme. There are now also some small schools run by local communities.

Education in Tigray means education to survive - to learn not simply to accept drought as the wrath of God but to understand its causes and fight them. This means learning about methods of soil and water conservation, introducing new crops, fighting insect plagues and learning animal husbandry, and discovering the importance of good sanitation and hygiene, as well as learning to read and write.

The TPLF has started 60 schools but it is impossible to meet the demand for education. There are simply not enough materials or teachers and buildings can never be made permanent for fear of bombing raids. Pencils are cut in half and children tie their precious stubs to their clothes for fear of losing them.

I asked the TPLF education department representative, Tesfay Michael, about the design of the curriculum. He said that the main aim was that it should be "relevant to the condition of the people". The subjects taught are Tigrinya (the language of Tigray), maths, geography, history, English,



All lessons take place in easily dismantled wood and straw shelters.

science, agriculture, health education, sport, music and art. The curriculum has been planned from scratch.

Those teachers who were educated in the Ethiopian system learnt European history and English literature but nothing about their own culture. Now children learn first about their immediate environment.

This has involved producing new textbooks written in bases in remote valleys carefully hidden from Ethiopian fighter planes and printed on scarce reproduction facilities. Great care has gone into the production of materials. All textbook examples are taken from the peasant farming experience of the children themselves who can easily understand how long it will take for one man to plough five hectares with two oxen but would be completely perplexed by an example from a European textbook.

The training includes the raising of the teacher's own academic level, courses in educational psychology and in the practical skills of such things as record keeping. They also learn to make teaching aids.

There is no political education on the curriculum, but destruction by government troops is all around. Villages continue to be burnt, animals slaughtered, crop stores destroyed and

relief centres and other civilian targets bombed. As one teacher said to me: "We have no need for propaganda - the Dergue (the Ethiopian Government) provides its own."

Models used for the curriculum mainly come from other African countries including Kenya, Uganda and Eritrea, but Western practices have also been used and the emphasis is, as far as restricted materials will allow, on learning through experience. There is definite slant towards discussion and questioning, the emphasis being on democracy, at every level. The old stereotype of Third World rote learning is avoided as far as possible.

No permanent schools can be built because of the Ethiopian government's practice of bombing or burning community buildings, so lessons take place in makeshift and easily dismantled wood and straw shelters.

Lack of teachers is another problem. There are some who have come from government-held areas but many have to be recruited from the small educated population of Tigray itself. They are all volunteers, receiving only food and shelter for their work. They are given an initial three-month course, and thereafter attend a yearly three-month in-service training course during the summer holidays.

Exciting writing

Sir - I was intrigued to read Professor Cox's commendations with regard to a creative approach to poetry teaching in the sixth-form (TES, October 4). While accepting the fact that the Arvon Foundation Courses can provide a valuable stimulus at individual adult level it remains my conviction that the value of such courses is considerably enhanced for teachers if they occur within the context of a professional course of in-service training.

For some time in Humberside we have made "creative approaches to English" a regular feature of our in-service programme for teachers. On these weekend residential courses both primary and secondary teachers engage simultaneously in assessments of children's writing and attempts to write on their own behalf. The latter is usually sparked off by trips into the locality but not all the exciting writing

is produced by the local environment. The growing realization that writing to order, which is a task we regularly impose upon our charges in schools, is a lot more difficult than one might suppose is a most illuminating experience. This is reflected time and again by the topic so often chosen by teachers on such courses - that is how difficult it is to write to order and create something which is both vigorous and original.

The resultant perception concerning the creative process, as presently practised in many schools, seldom fails to produce a reaction and this, allied with a growing respect for the worth of the children's writing, make the educational aspect far more valuable than any single experience directed solely at the individual without any regard to classroom implications or writing outcomes in context.

DEREK FULFORD
English/Drama Adviser
Humberside County Council

Poundswick High

Sir - The allegations made by Mr Davenport in your article about Poundswick High School last week must not be allowed to go unchallenged. The facts are:

1. The involvement of the "unnamed girl" was investigated, and the boys themselves said no other pupils were involved.
2. Charges of pressure by teachers and of two days "grilling" are in direct contradiction of an interview given by Mr Davenport on local radio, of which we have a tape, and a solicitor's letter freely admitting the boy's guilt.
3. The governors considered fully the role of outsiders in coming to their decision.
4. Racism is abhorrent to the school, as the whole curriculum and the staff handbook make clear. The school has no knowledge of whether parents are

houseowners or council tenants, and so could not possibly discriminate on these grounds. If councillor Harris has evidence that "people" are trying to persuade children to tell lies, it is his plain duty to make all the facts known.

PETER SNAPE
General Secretary
Secondary Heads Association
107, St. Paul's Road
London N1

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Draft criteria need full and informed discussion

Sir - Having served as chairman of the SEC Grade Criteria Working Party for English, I was disappointed that the observations under "Comment" (TES, October 11) trivialized the important issue of criterion-referenced examinations in English.

Members of the working party did not expect a ready acceptance of the draft criteria. What we did expect was a reasoned and balanced judgement based on a thorough reading. Your dismissive comments are the more irresponsible since so few of your readers will have had an opportunity to read the working party's report in full for themselves.

You suggest that "the SEC could easily get bogged down in ambiguous nonsense". There is, I believe, nothing either ambiguous or nonsensical about the first of the draft criteria for the award of Grade F in the Reading domain: "Can identify the main ideas in the text". This is a criterion which your columnist signally failed to meet. Among the main ideas which were ignored are these:

1 The draft criteria attempt to describe the achievement of candidates of all levels of ability in positive terms. In other words, they measure success, however limited, rather than failure. This implies a radical revision of the attitudes reflected in the mark schemes for current GCE and CSE examinations, which measure the performance of the less able by the degree to which

it falls short of some imagined ideal standard. It also implies a similar re-thinking on the part of most English teachers.

2 The working party's report recognizes that the proposals contained in it imply "a substantial proportion of coursework in assessment schemes". A glance at the criteria themselves will show that "substantial" in the above context must mean considerably more than the minimum of 20 per cent prescribed by the GCSE National Criteria for English.

3 If the working party's proposals are accepted, performance in oral communication will not be reported separately on a different grade scale, but will contribute to the overall grade in English and will carry the same weight as writing and reading. This would require an amendment to the National Criteria for English.

4 The report suggests that the "traditional comprehension test" is an inappropriate method of assessing performance in reading and calls for "the introduction of assessment techniques which shift the emphasis from the product to the process" of reading.

These are all issues of which your readers should have been made aware. I even venture to hope that, whatever they think of the criteria, many English teachers will support the working party's view.

One is acutely conscious of the complexity of the criteria in their

present form and of the apparently fine distinctions which have been made. We thought that the distinctions we had made were real, but you could be right about "the hair-splitting proposed in the analysis of reading and writing skills".

Unfortunately, you chose not to "provide supporting evidence, detail and examples" (as the criteria require for the award of Grade C1). Nor did the selected criteria printed on later pages give any opportunity for readers to judge for themselves since you printed only criteria for the A/B and F/G borderlines, omitting any examples from intermediate grades. Worse still, your layout and punctuation of the criteria for oral communication really did reduce them to the "ambiguous nonsense" of which you accuse the SEC.

In addition to the four issues outlined above, there are two vital questions to be addressed by those involved in the teaching and assessment of English. The first is whether fully criterion-referenced assessment is appropriate to English. Secondly, if it is, do the proposed criteria offer at least a starting point? A full and informed discussion is needed.

BARRY MOORHOUSE
Education Department
Princesgate
Doncaster



A watershed... James Callaghan's Great Debate which began with Ruskin College speech

Dividend views

Sir - Harry Judge accurately suggests that the professional classroom teacher is under an intolerable burden from the weight of the state machinery on his back (Platform, TES, October 11).

He suggests that there is an assault upon autonomy, and an attempt to accumulate all effective power in the hands of an aggressive central government.

The point is made again in the report of the conference on primary education in the same issue. It is too easy to forget that this is partly the result of a backlash against the period when the teaching profession was allowed enormous freedom in the 1960s. The bridge between that time and our present problems can be seen as the Great

Debate started by James Callaghan in response to public unease.

The most disturbing feature of the situation could be the polarization of views within the profession between the classroom teacher and the rest - head teachers, advisers, HMIs and county officers.

Perhaps urgent thought could be given to post exchanges which would enable a classroom teacher to spend a minimum of a year professionally engaged away from his or her own classroom while those used to visiting other people's classrooms spend at least a year engaged in full time classroom teaching.

JOHN WERNER
Headmaster
Stanley Deason High School
Brighton

Unfair picture

Sir - I was very upset, disturbed and disappointed at the biased and unbalanced summary that you published (TES, October 25) of the recent HMI report on Notre Dame High School, Blackburn. I welcome the opportunity to redress the balance.

Approximately four-fifths of your summary focused upon the first four paragraphs of a report that ran to some 18 pages. While I accept that you have difficulties in presenting a meaningful summary in severely limited space I believe we are entitled to expect higher standards of journalism from your publication.

I feel that a fairer and more equitable perspective may be had if I were now to allow Her Majesty's Inspectors to speak for us by quoting from the conclusion to their report.

"The school has to face major problems, many of which are beyond its control. These are, however, many assets: attendance is excellent with only a handful of persistent absentees; relationships in the school are very good all round and although the formal pastoral care system is in its infancy, there is clear evidence of the existence of a caring community at all levels from ancillary help to the senior management team."

"The take-up of in-service training by the staff was very encouraging and promises well where it is as closely related to the needs of the school as it is to the personal and professional requirements of the teacher."

Pupils were generally happy and outgoing. The involvement of staff and pupils in the community has built extremely strong links and parents are loyal and supportive. The respect shown by pupils for each other and the community is quite exceptional and reflects the strong Christian ethos of the school."

"The school has undergone some major changes in the current academic year. The introduction of management teams by the new head has brought a new dynamism to the institution which promises more open and more interactive situations for the future."

"Pupils are encouraged to be responsible and supportive and recent initiatives by the Senior Management team to involve a representative of the Multi-Ethnic Group Support Services to advise upon the rapidly changing population of the school is both relevant and realistic. Another encouraging move is the review of teaching strategies currently being undertaken alongside a reappraisal of examination policies. These initiatives should make the school even more successful in helping pupils towards an understanding of themselves and the world in which they live."

In conclusion, we believe that we have, in Notre Dame, a school of great worth which is prized by the people of Blackburn. Of course we have faults and we were grateful to the HMI for giving us the opportunity to look at these honestly and plan appropriate action. I hope that this letter will go some way towards giving your readers a more accurate account of the inspectors' report than was evident from your summary."

M T HUMPHREYS
Head
Notre Dame R.C. High School
Blackburn

We are sorry that the omission from our report of any reference to the positive comments quoted by Mr Humphreys led to publication of an unbalanced account of HMI views on Notre Dame High School - Editor.

Suspensions

Sir - Regarding the report about the annual meeting of the National Association of Governors and Managers (TES, October 18), I do not want to comment on Poundswick, as it never seems a good idea to get involved in family rows. But I would like to set the record straight about my own views on suspensions.

About eight years ago, Judith Stone and I worked with the National Association for Multi-racial Education, (as it then was), on a leaflet for parents about suspensions. I thought then, as I do now, that governing bodies representing all the interests involved in a school ought to take a more active interest in school policy on suspensions.

Since then, however, I have come to believe that governors are not the best people to hear appeals in suspension

cases. For example, the governors may be very satisfied on the whole about the way their school is run, yet still the way their school is run, the head has gone over the top about a particular incident. However, turns the appeal into a vote of confidence, the governors may be very reluctant to allow the appeal.

I think that justice would be better served if appeals were heard by a panel constructed on similar lines to the school choice appeals committees. Governors and the local authority would be represented along with independent lay opinion.

It is surely not in accordance with natural justice that the school should provide prosecutor, judge and jury in its own case.

FELICITY TAYLOR
10 Brookfield Park
Chalfont St Giles

The gifts of St Nicholas

Julia Hagedorn visits a one-time orphan school that is using its large family of friends as a learning resource

There can't be many first schools in Britain where the head brings a sheep's eye into school as part of the health project the children are working on, and then carefully demonstrates how to remove the eye's lens.

One of the ex-heads of St Nicholas primary school for five to nine in Hull attributes the school's individuality to its unusual history. St Nicholas, standing in the extensive grounds of the Sallors' Children's Society, was opened to provide an education for the orphan children living in the homes that form a horseshoe around the school. It was not granted voluntary aided status until 1951, and even then could only take two "outsiders" for every orphan child.

Times have changed and so have attitudes towards fostering and adoption, and the school now only has two children from the homes among its 116 pupils. But the houses do not stand empty. They are filled with teenagers and old people who form a community that is very much part of the school life. The old people come regularly into the school and the children make birthday cards for every one of them and deliver them personally.

The interior of the school reflects the sense of community that exists outside. The four classrooms all open on to the central hall so that children are constantly mingling as they go about their various activities.

The day of my visit, the hall was transformed. It had a model bandstand with music playing from an old gramophone record. Displays of Victorian toys, nightwear, domestic implements and objects d'art mingled with children's models of the school and surrounding houses, with elaborately drawn family trees and pieces of writing, and with delicate samplers made by boys and girls alike. That particular week was a celebration of times past with an hour every afternoon given over to teaching by traditional Victorian methods and pupils and teachers alike dressed in the appropriate apparel.

At assembly time, 80-year-old Mr Johnson came into the school to tell the children of his days as an orphan in one of the homes - Trinity House. He remembers with surprising clarity the regime in 1909 when, as a four-year-old, he arrived at the orphanage. He described in detail the dinners he was to eat for the next 10 years: dump on Monday (so named because the children used to hide it in their knickers and dump it in the lavatories), hash on Tuesdays, thin soup on Wednesdays, and so on. Siblings were separated and he was only ever allowed to see his sister on Sunday after church when the two were permitted a walk round the central flower bed for 30 minutes together.

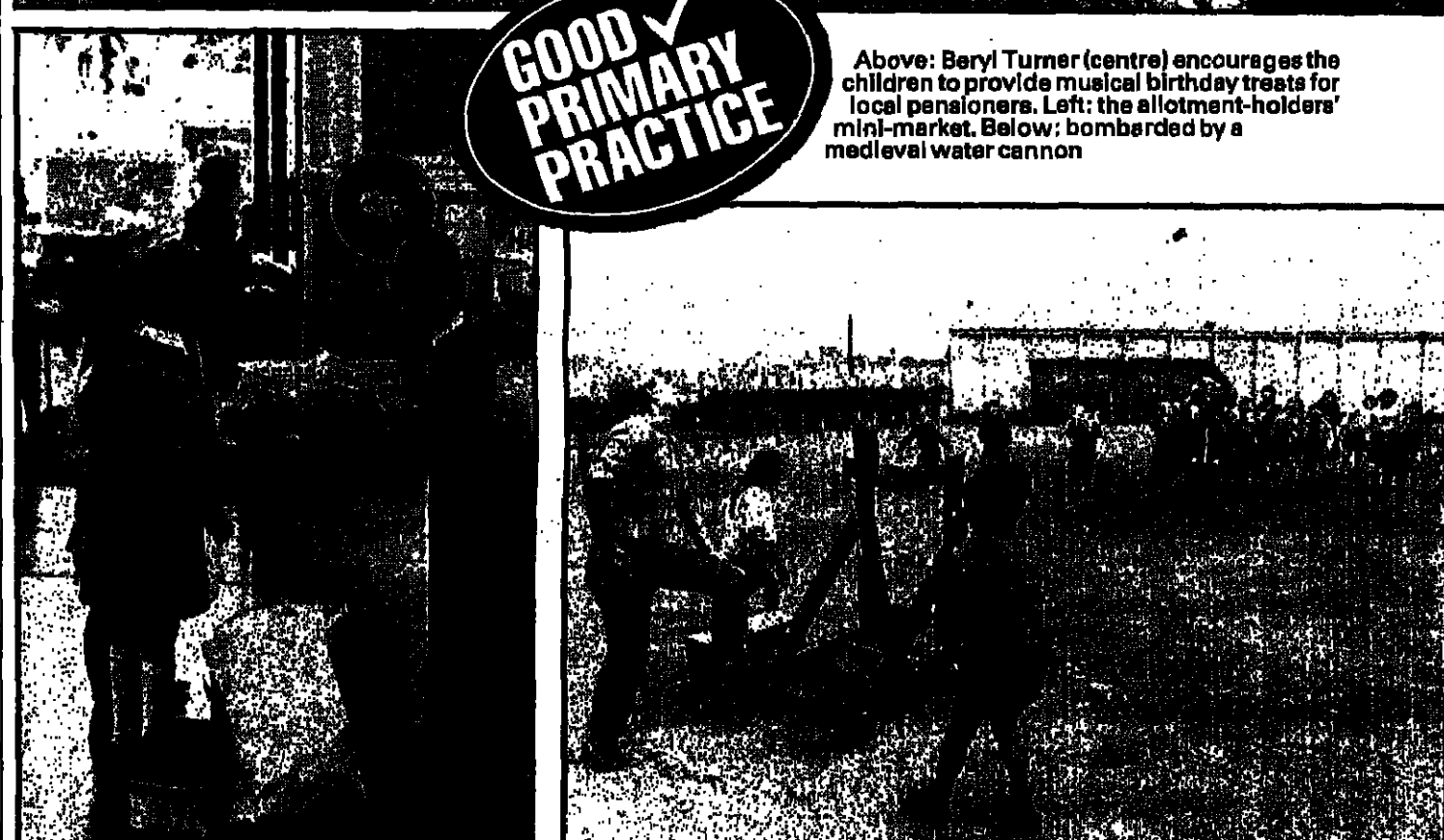
Several of the St Nicholas children followed him into the staffroom after assembly to bombard him with more questions. They discovered his name in the 1909 registration book and sent him down memory lane again checking on the names of his friends. The children found some wooden batons and for the rest of the day, Mr Johnson could be seen swinging them round his wrists swaying slightly on his feet while he tried to remember the exact movements he used to make.

Another former resident of the homes, 73-year-old George Elton, says of the regime in those days: "Although by modern standards it was almost vindictive, by our standards it was the norm. We didn't know any different." He remembers that educational standards at the school were high and, walking back into the school that day, he says he is happy that it is still all so familiar. More so, of course, because the classes he is visiting along with parents and visitors, have been stripped of all vestiges of the twentieth century: paintings, project work, and trays and the like.

The children are seated in rows - in the top two classrooms at the old two-seater desks with ink wells - and the younger ones are practising their letters by writing in sand with their fingers. The staff are dressed in long black skirts and the deputy head has a pair of Victorian spectacles perched on her nose.

It is this attention to the last detail that typifies the St Nicholas approach to every venture of this kind. The four staff, along with the head, Beryl Turner, happily admit that they are all a bit scatterbrained. "We say we won't go over the top again this time and then we do. It only needs one of us to have an idea and the rest all follow it and elaborate it almost to the point of fantasy."

A quick look through the school photo album reveals such a plethora of outings, visits, parties and entertainments that it is hard to see how they are all fitted in: dinosaur and pirate parties;



GOOD
PRIMARY
PRACTICE

Above: Beryl Turner (centre) encourages the children to provide musical birthday treats for local pensioners. Left: the allotment-holders' mini-market. Below: bombarded by a medieval water cannon

leavers versus the staff football match; chariot races and banquet; an EBC party; visits to the blind institute, a bank, the fishmonger's, a bakery, the Humber ferry, the fire station and the lifeboats; pancake races; circus acts for the old people; teddy-bears' picnic; Viking boat races in the paddling pool; leavers' disco; scarecrow day and walkabout; May-day merriment; Indian picnic; disguise picnic; autumn fayre; a farewell to the decorators party; and an archery demonstration. The baby in the nativity play is, needless to say, always a real live one.

Beryl Turner is concerned that this picture I paint of her school will lead readers to think it is all fun and games. "There is a reason behind every outing and activity," she stresses. "The visits are connected with classroom topics and the children remember far more by experiencing what they are learning than by sitting in front of books. Whenever we can, we put children in a situation where they get this first-hand experience."

She cites the visit to the local fishmonger as an example. He had prepared for the visit by getting all sorts of fish that the children would not normally see. They had the chance to handle the fish, smell it and examine it. And out of the visit came a new relationship with the fishmonger so that children now drop into his shop when they are passing to tell him about what is going on at the school.

The Victorian project came about because "children of this age find history a very difficult subject. They can't think that many years back. But they will all remember today."

And the scarecrows? Day? That arose from a harvest festival. A scarecrow competition was originally planned but, once again, the staff got

carried away. Unknown to the children, they too dressed up as scarecrows and came into the playground to surprise them. It was good for the pupils to see their teachers in another light, the staff felt, and the deputy head added: "When you are at school, you remember the good times, not the bad. I want them to have lots of happy times to remember. At this school, the children don't know what to expect each day and the time flies past. Some days you meet yourself coming back, but we get through a lot and we tackle everything."

Beryl Turner counts herself fortunate in having supportive parents (97 per cent turned up at the last parents' evening) but they also demand high standards. A high percentage of the nine-year-

club, country dancing, chess or bird club. Every child has an allotment in the grounds where lettuce, cabbages and such like are grown for home or school consumption. Miss Turner says: "A small staff does not do fewer subjects. We just work harder than others."

The school also has a nativity play every year in which the two younger classes play the main parts and the others sing and play musical instruments. In the annual summer production, this order is reversed. Minor events ("what we call minor events could be big events in other schools") take place during the year, like an Easter Bonnet parade and some of the activities already mentioned. But, Miss Turner stresses, academic work does not get neglected. Rehearsals take place in breaktimes and after school, in small groups.

"The children grow in self-confidence and take on extra responsibility because behind the scenes it is they who have to take over. They learn to help one another. They are stimulated and their imagination is fed. We do a different nativity every year and if we thought it was becoming a bore, we would stop it. Every child has something to do - some part to play. And, of course, it helps them to develop a clear direction."

First schools are on the way out in Hull now, and St Nicholas is to become a five to 11 primary in 1987. Would it be possible to keep the family atmosphere of the school? Miss Turner is slightly hesitant - mainly because the fortunate internal design of the school would have to be changed. "We are an extremely happy unit," she says. "With care and the right staff it can be expanded. But with even one lame duck, you can't do what we do at present."

'A small staff
does not do fewer
subjects.
We just work harder.'

olds leave the school with reading ages of 10, 11 and even 12 plus. The school runs five bookclubs as well as having a library and book corners in each classroom.

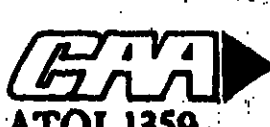
The wide range of ability among the children means that there is a great deal of individual teaching. Miss Turner withdraws the bright fives alongside the weak sevens for tutorial groups, but most of the teaching is classroom-based. Number work is considered important and there is the obligatory computer. Music is also stressed with a choice of French horn, cello, violin, recorder and percussion while lunchtimes are filled with gym.

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A foot in the staffroom

Many disillusioned teachers are now being recruited as salesmen. Nick Baker talks to some recent 'leavers' about the profits and pitfalls of their job.

Since leaving teaching in July of last year, Mike Thomas has nearly trebled his salary. If you include the company car, the commission, the various bonuses and the expense account, Mike, whose Scale 1 salary at the end of a four-year teaching career was £6,636, is one of the growing number of ex-teacher salespeople, pushing anything from photocopies to plastic tea-spoons.

Many of these are recruited through tempting looking advertisements in the classified sections of *The TES*, where the word salesman is often substituted by "consultant". Mike, though, didn't answer one of these advertisements. He used a salesman's employment agency to get him started, though initially the agency was wary of his teaching background because they feared he would be "too idealistic".

His first job was among that élite band of salesmen who sell to salesmen. He joined Kalamazoo Ltd, was trained for eight weeks and started selling business systems - essentially sets of pro forms which help sales departments cope efficiently with their paper work and accounting. He was good at it. Not surprisingly, one of his customers offered him a job. Now he works for Bowater-Scott, the paper manufacturer, selling high quality printing paper to the trade.

His primary source of disillusionment with teaching was not the poor pay, it was a sense of frustration that came from knowing that his career was unlikely to develop. "It could be that I didn't stick at it enough," he says. "But although I enjoyed teaching and was good at motivating kids in the classroom, I had lots of good ideas which my head of department ignored." Mike also was "frustrated by an excess of marking and constant 'admin'".

During the last year of his teaching career, he started on a diploma in management studies course, where he first encountered salesmen, who, ironically, were doing the course to get out

of sales and into management. "I used to think that salesmen were spivs, running around in cars, putting their feet in doors. When I looked more closely, I found there was more professionalism to it." Now Mike finds that the world of ambition, competition (he gets a "real buzz" out of seeing his name at the top of a sales league table) and power, a definite change from his outlook as a Scale 1 science teacher: "As a teacher, I thought that power seeking was for megalomaniacs."

Peter Russell, Mike's ex-boss at Kalamazoo, likes to employ ex-teachers as salesmen. Of his current team of six selling to salesmen, three are ex-teachers. "It's all geared to success," he says. "That's why some disillusioned teachers in their mid to late-twenties often make good sales people." Obviously, pent up ambition isn't the only quality necessary, and Peter Russell finds that teachers' ability to soak up information, as well as the inevitable skills in projection of personality and communication stand them in good stead.

He emphasizes, however, that not all teacher applicants get taken on.

And of those that do, not all make a go of it, if Kate Elliott's experience is anything to go by. After five years as a teacher of drama and English, she was employed by Kalamazoo, but left after two weeks of her six-week training period. "I was more interested in getting out of teaching and earning more money than becoming a sales person, and there's not much else that teachers can do," she says. The salary offer was £7,000 plus car, and Kate was told that she could soon be earning £15,000-£16,000 with commission added, selling in much the same area as Mike was.

Kate began to have doubts about the suitability of the job after two days' training. She found learning about business accounting from scratch difficult. "I didn't find the process particularly creative, either. I thought that there might not be

a lot of difference between education and selling, because in the classroom you're always looking for new and spontaneous ways of selling to children. This form of selling wasn't very stimulating. It was more like the American hard-sell approach."

Like many sales training courses, the one Kate was on depended heavily on the "model sales" approach, in which trainees are required to learn increasingly long pre-written scripts which are supposed to embody the most effective way to sell. As a reward for a first week's work, Kate and her classmates were given the keys to their company cars and their petrol account cards. The trainees who got the best marks in their tests were given the newest Ford Escorts. The Birmingham-based training was extremely intense, with 8.30am starts, homework, tests of script learning, and overt competition at every turn. People's test

converted.

Fergus Gillies, though, was a willing disciple. After 10 years as a primary teacher in Oxfordshire, he was shown the light by his acupuncture who sold him a Shakti product. Shakti is a vitamin pills and cosmetics, which Fergus and wife now sell, when they are not trying to persuade other teachers to become Shakti salesmen. Fergus's *TES* classified advertisement tells its own story:

"In 1978 I finally gave up waiting for Burnt and decided to use my teaching skills to help part-time business in the expanding health and nutrition. Working very part-time with an international company I sold foreign travel, ran a company car and earnings exceeded my teaching salary. I gave up teaching . . ."

What Fergus and his wife are doing is open



'I'm not a born again vitamin freak. I looked into the products very carefully before I started selling them 9-

FERGUS GILLIES

marks were put up on the blackboard. The class was being given a taste of the world of payment by results.

After two weeks at Kalamazoo's residential training centre, Kate decided to leave, and was given a generous month's salary. Initially panicky about her sudden lack of employment, she was relieved to get regular supply work before getting a lectureship at Barnet College of Further Education. She realizes she was lucky and says that while the temporary expedition out of teaching was ill-conceived and risky, it hasn't hurt her teaching career.

Even after a strenuous series of interviews, Kate clearly wasn't right for the job, as the training proved. It seems that the good seller really has to believe in the product, whether it's computers or car food and the successful ex-teacher salespeople have clearly adopted the belief, usually through training. People who, during their teaching days would be totally

their own multi-level marketing business. Of this form of direct (person to person) sale, portrayed as complicated. In effect, it's someone sells you, a product. If he thinks it's worth his while, he then attempts to interest in becoming a part time salesman of the product. He sells you a starter kit, with some sample merchandise, details about the company, sales information, and, by law, must carry more than £200.

You are trained to sell the product, usually small groups of people "in the home". You wholesale, have a 20 to 30 per cent profit margin and goods are supplied on a sale or return basis. The person who introduced you to the product is the first place collects a bonus on everything you sell. So does the person who introduced you. Soon, you're looking for potential sales people from whose activities you can profit: commission, evangelism and the closest that companies legally get to pyramid selling.

What is surprising is the number of teachers willing to test their "entrepreneurial spirit" part

Why we're pulling out the plug...

Bernard Barker argues that the public must be made more aware of the background to the teachers' pay dispute



'The trouble with the teaching profession is that teachers start to treat each other like pupils 9

DERRICK MALE

About 60 per cent of their income is derived from sales other people have made. The rest is commission on their sales to groups like police clubs, young wives' clubs and football teams. Their current group of trainees includes around 20 teachers selling in their spare time. Many have scale posts. One is a deputy headmaster. Most, disillusioned with teachers' pay, hope to start selling full time and are gradually expanding their "businesses".

Does effective sales training mean quasi-religious indoctrination? Fergus concedes that there is some truth in the idea, but points out that the same could be said of any training, including that of teachers. "When we were students we were indoctrinated with Plagat - it was really drilled into us," he says. "I'm not a born again vitamin freak. I looked into these products very carefully before I started selling them."

The sales structure in which Fergus works is common to a surprising range of concerns, including the finance business. At Schroders Financial Management Ltd though, the stakes are a little higher. Ex-psychology lecturer Kevin Bradley (current earnings of £50,000 per year) is looking for teachers to sell pension schemes, life assurance, unit trusts and so on. After two years, these teachers are expected to be earning £20,000 on a commission only basis. It's in Kevin Bradley's interest to spot the cream of the potential sales people replying to a strategically timed (September 10) advertisement in the educational press. "If I recruit five people who make £15,000 in their first year - and they should - I'll make £7,500. It'll have cost me money to train them, though."

The selection procedure is tough. The first part of the test, for the teacher at least, is to recognize that the job is in sales, a word omitted in the advertisement. Why was this? "I don't know," says Kevin mysteriously. "You tell me." In any event, he'll be looking for people who don't ever want to go back into teaching and will be testing them (using something unpleasantly called the Cleaver Test) to find out if they have what he refers to as "entrepreneurial spirit", a crucial quality in the world of financial management consultancy (selling insurance).

What is surprising is the number of teachers willing to test their "entrepreneurial spirit" part

door (at £637 a set, 11 per cent commission) and this represents about a quarter of his total part-time sales force.

Some find that they're successful enough to take it up full time, despite the fact that all the jobs are on a commission only basis. In fact, the estimated 45 ex-teachers who have gone through the ranks to gain senior sales management positions in the company "missed their vocations" by becoming teachers in the first place, according to Jim Threlfall.

Asked whether teachers are encouraged to declare professional endorsement of the products while selling door to door, Threlfall says that sometimes a salesman will let it be known that he's a teacher in the course of a conversation with a prospective buyer.

It's clear that for businesses, teachers represent a disposable form of sales labour. "I tried a couple of teachers out, but they weren't any good," one home improvement company owner told me. "They only lasted a couple of days." Another lesson is to do with teachers' plummeting status: teaching used to be a proud profession and sales a more lowly occupation. Today there seems to have been a complete reversal.

Derrick Male, for example, 35 years a teacher, 11 as deputy head of a large Bromley comprehensive, took early retirement at 55, finding that too much of his job was "pouring oil on troubled waters". He's just started selling life assurance and pension schemes for Sun Life of Canada and seems to be enjoying himself. Using his skill as a modern language speaker, he's going round French restaurants, looking for prospective sales among restaurateurs.

He's recently seen the management of teaching becoming harder, more like the army. "The trouble with the teaching profession is that teachers start to treat each other like pupils who should obey," he says. "From directors of education downwards, teachers are not sufficiently treated as human beings."

Derrick Male is pleasantly surprised by the businesslike nature of management meetings in his new job. No more "jockeying for position" and "people throwing their weight about" here, unlike the average head of department or senior staff meetings at some schools. However, he agrees that the unified spirit at Sun Life comes from the fact that the staff are all in it for the money, not the public interest. "I've seen a lot of teachers who are very good at their job, but who are not very good at selling."

The dispute is entering a new, desperate phase. My colleagues are voting against participating in activities once regarded as the school's lifeblood. Work experience visits, certificate evening, third-year options, even Christmas, are off this year. I would give CSE and O level little chance in England and Wales now that Scotland has shown the way.

Pupils are distinctly nervous, looking across Peterborough to where other secondary schools have had student strikes against the teachers' action. I receive frequent letters and calls from incensed parents and dread the reaction to the next round. A mood of rebellion has a deep grip upon all of us at Stanground School, frightening in its negative, introspective attitude.

It is surely time to explain to the outside world, even to our own pupils, why we are slashing our wrists and undermining their hopes of success. Why are middle-aged graduates, many of them with children of their own at critical phases in their school lives, pulling out the plug on state education from John O'Groats to Land's End?

If top Tory politicians do not understand this startling social movement, with implications far beyond the classroom, what chance have the parents and children?

Trust has been destroyed over a two-year period so that there is no chance of any process of negotiation leading to a just and lasting settlement. After arbitration in 1984 (which sided with the employers so that two terms' action earned 0.5 per cent) and the annual depression of public sector pay by any means available, no one will trust Sir Keith whose name is now a by-word for blind folly. Without trust it is impossible to achieve a changed pay and promotion structure, earnestly desired by the teachers themselves.

There is almost no promotion at all in our

additional resources" every time he has an idea he'd like taken up, so teachers should remind him that there is "no additional energy". If staff are busy appraising one another, who looks after the children?

Patterns of innovation are gradually deskinning the profession. The Schools Council was scrapped and teachers have been excluded from the curriculum in their own schools. Instead they are expected to lap up circulars and in-service training to enable them to teach prescriptions dreamed up by others.

GCSE involves methods of assessment which are expensive and impractical and has immense implication for teaching in the years ahead; yet it is being steam-rollered through during an industrial dispute with minimal teacher-involvement. Even the information about the examination is now drying-up; grade related criteria, which were to be the magic formula by which 80 per cent of pupils were made average, are postponed and no one has a clear idea what they will be teaching next year.

The Stanground option programme rolls in January but there will be no meetings for parents, children or teachers; how can it succeed? Heads of department are bewildered and lost in a sea of initials; TVEI, TRIST, CPVE, profiling and A/S levels are about to make simultaneous appearance in an empty auditorium.

TVEI has proved what teachers have long argued; of course there is a correlation between quality and resources. TVEI cost about eight times as much as is currently spent on teaching equipment and materials for non-TVEI lessons; if children are to have exciting, practical experiences then we need more teachers and materials. Sir Keith is set to reform the people through appraisal and profiles, but it is the more tangible

'There is almost no promotion... and that fact alone has bred the most cynical attitudes.'

schools and that fact alone has bred the most cynical and bitter attitudes. Whatever "extra" money appears to be available, low per cent pay norms can make swift nonsense of any bargain. Sir Keith's "large sums" would be barely sufficient to meet inflation, never mind persuade teachers to give up the possibility of future protest. What kind of psychology is it that expects the profession to accept radical changes in conditions and methods in return for a rise slightly below the cost of living?

It is now impossible to recruit adequate teachers of mathematics, CDT, French, business studies and physics. This is the real bottle-neck in achieving "better" schools and reflects the truth of the teachers' complaints about the extent to which comparable occupations have been allowed to surge ahead. Where was the stern unbending Tory when those pay claims went in?

Appraisal is almost unworkable without additional time and resources; by linking the notion to pay and frequent incantations about bad teachers, Sir Keith has poisoned the atmosphere around what could have been a positive idea. A teacher's first instinct, for a long time to come, will be suspicion, not self-development. Without extra resources to allow for teachers to be sensitively observed and supported, appraisal will become a convenient, arbitrary instrument in the hands of education officers and headteachers.

Just as Sir Keith repeats the empty phrase "no

dimensions of education which are missing. If the Government were serious about education and about the need to compete with our industrial rivals, then surely the investment in education would follow? Instead fundamental research in the universities and fundamental books in the schools are missing.

This is why teachers are in rebellion and I do not think rebellion is too strong a word. They are forced to live in an Alice in Wonderland world where the Mad Hatter has a monopoly on reasonableness. But does it not give the Secretary of State pause for thought that the most highly educated workforce in the country is screaming at him in vociferous unanimity?

If he is offering a just and reasonable settlement why is every school in the land grinding to a frustrating halt? Is it possible that teachers have discerned a truth that has eluded their leaders; that if we continue on this path, the state-maintained schools will become second and third-rate institutions unfit for the aspirations of a democratic community? And does anyone still believe that reform of the education service can possibly offset the horrendous damage of these last two years? In desperation, teachers have chosen a veto more destructive than Sir Keith's own.

Bernard Barker is headteacher of Stanground School, Peterborough.



'I used to think salesmen were spivs, running around in cars, putting their feet in doors 9-

MIKE THOMAS

ARTS

Friendship

Colin Ward



Orientalism by Edward W Said (Penguin £4.95) was rapturously received on its first publication in 1978; the cheaper edition will allow many more readers to savour its creatively provocative argument. Said believes that society and literary culture can only be understood together, and he believes that traditional Western attitudes to the "Orient" – starting at the Maghrib – are responsible for much of the First World / Third World hostility which exists today.

Illusion and despair

Dick Wilcocks

Show off

Nick Baker

Mixed heroics

Keith McCulloch



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CHILDREN'S LITERATURE

Audrey Laski on the latest paperbacks

• them

kin of tales we already know, but of flavour of their telling is new and rich. There is a mixture of the mundane and the bizarre in folk-tales which make an easy step to a dotty little tale like *The Elephant and the Parrot* (illustrated by Russell Hoban, illustrated by Martin Blake, Methuen Moonlight £11.50), about an Indonesian little man and woman who set up a restaurant staffed by elephants – no, don't ask – it's all perfectly logical. Certainly as logical as the Parrot Restaurant run by the cousins, despairing of lack of commonsense of their father, Margaret Mahy's *Raging Robots*. *Unruly Uncles* (illustrated by P. Stevenson, Puffin, £11.00) is a well-told, lively and wild imagination.

Other easy reading pleasures come with a new series by Terrence Dicks (again!), about a boy and his pet Goliath and the Burglar (illustrated by Valerie Littlewood, Knight, \$1.25). It speaks to every child's longing for a gentle dog and is both realistic in setting and cosily wish-fulfilling plot. *Kat Puss and Friends*, by Harry Carter, apparently only 12 when he wrote it, is more original, the boy

The Gyles Brandreth book has rolled out another new model: **Big Book of Amazing Names**, illustrated by Jane Andrews, Corbis, \$19.95. The book gives origins of many well-known names, mnemonics for the better, and a few royal and noble names, and so forth; it's amusing, not altogether reliable. **Castle Dungeons** (Vanessa Miles, Illus. by John Carter, Corbis, \$19.95) is a useful handbook, telling you how to get to them and what you can find.

The *Bronites* of Haworth is a first stage production in the form of a two-part epic of a memorable series of plays written by Christopher Fry for the Yorkshire Television in 1973. It tells the story of the Reverend Patrick Bronite's extraordinarily creative family, from cradle to grave, all in the seaside town the Bronites so loved and where Anne lies buried. This production is a highly successful encapsulation, re-written by Fry and by Kenneth Gardner.

Both plays are well worth a visit by pupils studying anything by Miller or by the Bronites.

Nick Baker

For bookings ring 01-240 8230. For more information ring 01-633 5824.

ARTS

City centre

Human Interest: Fifty Years of British Art About People.
The Cornerhouse, Manchester until November 17.
A Decorative Art: 19th-century Wallpapers in The Whitworth Art Gallery, The Whitworth Gallery, Manchester until December 21.

Along with the City Art Gallery, so well-endowed with 19th-century British art and design, and the university's Whitworth Gallery, with its rich permanent collection, Manchester and the North West now have a film and exhibitions centre in the Cornerhouse, a six-storey building previously used as a furniture showroom. Nicely converted and fully modernized, it has three cinemas, three floors of gallery space, a bookshop, video store, education area, cafe and bar, and its enterprising programme of events is already attracting a healthy cross-section of the public.

The inaugural exhibition is excellent. Side-stepping the usual historical and stylistic categorization of British 20th century art to focus on the human image, it is a deliberate appeal to the widest possible audience and intentionally revisionist. In his catalogue introduction, Norbert Lynton suggests that "The modern art problem would disappear instantly if we could all agree it didn't exist," and he, together with Sue Grayson Ford, the Cornerhouse exhibitions director, and her two assistants, Virginia Tandy and Bev Bythway, have selected drawings, prints, photographs, paintings and sculptures by over 100 artists that present modern art with a humane face.

Loosely arranged around seven overlapping themes, even difficult pieces like Henry Moore's four-part bronze "Composition" become more accessible when placed near others like Bill Brandt's photographic close-up of an elbow resting on crossed knees. And while Victor Passmore's plump blonde "nude" and Roger Hilton's distended two-dimensional "O! Yoi Yoi" offer contrasting ways of painting female erotic attractions, Jock MacFar-



Walter Crane, 'White Peacock', 1889.

dyen's painted paste-up, "With Singing Hearts, Throats Roaring," seems to belong beside Vanley Burke's contemporary photodocument, "Hands-worth from Inside".

In a show that encourages social, personal, sexual and aesthetic factors to fuse in a total response, some may find Joe Spence's photograph of a well-bosomed woman suckling a bearded balding man offensive or Rita Donagh's very abstract drawing "Life Size" too intellectual but here, women appear as both art and artist. Rose Garrard's "Cutting Edge" combines traditionally feminine activities with male-dominated fine art by collaging dress-pattern shaped images of four women artists onto a collage blind that unravels into a gift-framed, feminist statement.

If the careful arrangement of the exhibition does not reveal all that these complex pieces contain, the catalogue with its unusually extensive commentary will help. In addition, there are lunchtime tours, full-day sessions and exhibiting artists' workshops as well as

arrangements for schools, colleges and community groups. The education officer, Sue Clive, has already taken work out of the gallery and on the day I visited the Cornerhouse she was in deep discussion with a dozen or so adults.

The Whitworth has an educational programme and a design competition to go with its exhibition of 19th-century wallpapers. From Dufour's still-rocco panels of 1808 through the Victorian designs of Pugin and Owen Jones to the Arts and Crafts work of Morris, Crane and Voysey, this beautiful and very informative display includes supporting material like wood-blocks, machine rollers, a model printing press, illustrated magazines, books and catalogues. It is a perfect complement to the City Art Gallery's British collection and should not be missed.

Michael Clarke

For further information contact Sue Clive at the Cornerhouse 061-228 7621 and Sara Williams at the Whitworth 061-273 4865.

Literary competition

Competition No.68.

Report by Charybdis

Competitors were asked to rewrite a bit of Shakespeare in the wholly incongruous manner of some other famous author.

This was quite one of the most brilliantly funny, versatile and inventive sets of entries that it has ever been my teasing privilege to judge. To maximize the printable material, I am minimizing comment to a resounding "Well done" to everyone who took the trouble to enter, with especially cordial commendations (and commiserations - in a weaker month, you could all have won) to Alastair Barrie, Gerard Benson, Geoff Corrin, Michael Downes, Joan Evans, R C Goldswain, Richard Goosey, Paul Griffin, Tracy Morris, Jeremy Nevill, Hilary Pegg, David Preece, D A Prince, Bill Smith, Christopher Southgate, Hazel Stanley, F A Tilley, Gerald Vinstock. Pretty well the whole field seemed to flash past the winning post together, and only prolonged scrutiny of the photo enables me to find that two Damons, two Adrians, a Dylan and a Tennessee dead-beated with £8 apiece and that half-an-ear behind (with £4 each) came George Moor's Raymond Chandler ("Goneril had had her face lifted but whoever did it needed a large crane") Philip Jackson's Hemingway ("I remembered lugging the gun on that earlier night. But this was nothing like running a bull in Pamplona") and John Frow's Gilbert: "When you're highly obsessive and manic depressive / And nobody knows what to make of you / And Gully and Rosencrantz - toadies in hose and pants - / Are pouncing around in the wake of you."

And shine with more splendour than a diamond in the dress of Dame Edna." PS I thought my tights would split. My "thing" was exploding! This construction has not caused permanent damage which is just as well for tomorrow, when I have raided my Noddy Cat Money Box, we are to be married by Special Licence! PPS In 24 hours I will have "known a woman"!!!!

J Down

Lady Macbeth: Listen: the craven raven, creak-croaking the dread, dead coming of Duncan, dinky in his coronation get-up, tap-toeing into dank, thankless Dunsmuir. Now the spirits, wife-knife in their pitch-dark, witch-dark hands, smirking like a surgeon at Sunday dinner, come flapping happily, fenc-weaned, to flap out my nice bits, drain my veins, and have the hot-bell, clot-well ready-p of blood, fresh as a daisy, pumping in the place, the place where milk, honour, was once the nipple-tipple. Making a man of me, oh dear, yes. And listen: the night, biting its blasted bullet, is as thick as thieves, bawling, appalling, and palling with it. In the dingle of my body dangles a dagger and the new-born, dew-dawn morning, out to the quick, the king with it, is crying to be nicely sliced.

Bill Greenwell

Polonius and Ophelia
What that sonofabitch just say to me little girls? Laertes don't mean nuthin, daddy. Ah guess he just don't want ah have no fun right now. Fun? Gadadmight, what you bin up to lately?

What ya mean daddy? You ain't jealous, is you? You look at me real strange sometimes. What in hell you mean, baby girl? Why, you're all belled up cash got to a gentleman caller, (triumphantly) a princely caller. You don't like that, ah guess.

Don't you gimme that crap, Listen ah no ah listen real good. Ah know these Northern dandies with their solid flesh and black suits. They can't tell a cloud from a polecat, but they're smooth talkers. Too smooth for me baby girl. Has he been familiar with you? Taken liberties? Has he eva touched you - like this? What ya doing, daddy?

Neville Mellon

Then Tony the Mouth comes out of City Hall with some guys carrying Big Julie in a box and he commences to speak to the crowd, which is making a very great noise at this time, as follows:

"Friends, Romans, countrymen," Tony says. "Chill the beef."

And he commences saying that he comes to bury Big Julie, not to praise him, which is very wise as Marcus the Brute just finishes telling the crowd that Big Julie is a very bad character who has ideas to be The Boss, so they're cool him off, and the crowd says that it will not go easy with anyone who disagrees with this proposition.

And Tony says that he is speaking by permission of Marcus and his associates who are all good guys, which is not so smart of them as Tony the Mouth is no mug, though he acts like one sometimes.

Michael King Macdonald

... Now it should be clear by this time that Orsino runs a very classy joint. If he ain't too sure about a person's form and track record that person does not get shown in and everyone knows but nobody says that this is partly on account of the doll who is jilting him in a very big way. (Actually, Fester the Jester does say this but he is one little guy to whom Orsino chooses not to listen, so what's the odds?)

So when Cesario comes out with the news that he is a guy who is in fact a doll, and a doll of not inconsiderable tastiness, Mr Orsino takes his jaw bang which is not a thing he is doing very often. Toby the Belch reckons this is the only time in the guy's life that you could sell him a suit which is not absolute class, he is surprised.

Jan Rut-Brown

The Secret Diary of Romeo, aged 17½
Gate-crashed a fab party tonight! I went disguised as that defective Russian Ballet Dancer, Nigel said I looked gay, but I replied that my dress was a deliberate protest against the muscle-bound image of masculinity as peddled by the media!!!!!! I was just nibbling a slice of quiche when I spotted this gorgeous girl.

I AM IN LOVE!
I have just sent this poem about her to the Times Literary Supplement. I feel the delicate imagery and subtle alliteration will be more appreciated there than at the BBC.

She would light up more brightly than Blackpool illuminations.

Competition No.69.

Set by Scylla

Choice

The six books in the final for the Booker Prize are: *Illywhacker*, *The Good Apprentice*, *The Good Terrorist*, *La, Last Letters from Hav*, *The Battle of Pollock Crossings*, and *The Bone People*. Without of course prejudging the issue, we should like you to write an anecdotal prose passage of up to 100 words on the subject of Choice (not of course the choice of books) which include all the above titles, with or without their capital letters. Closing date: November 28. An American co-man.



ROBOT PARADE

"Buildarobot" was this year's task set for school children in a competition run by BP as part of their Challenge to Youth scheme. The results were announced this week after a final inspection (above) by Colonel Geoffrey R Slater, OBE, Commandant of the School of Electronic Engineering at Arbroff, which hosted the prize giving on Monday.

The challenge put to schools was to design and construct either a freestyle robot to perform a useful task or a mobil robot butler to serve a drink to each of two people seated in a room. Among 20 robotic finalists on parade were Oscar, Lurch, Eclair, Isaac and Garfield (Gourmet Automatic Robot for Issuing Electronically Located Drinks), but the overall winner was the tubby mustachioed butler, brainchild of fifth year pupils at Campton School in Leamington Spa. He receives his order from the customer by radio and propels himself to deliver the drink promptly to the customer's side, homing in on an optical beacon.

Try, try and try again

Job Box
Three sets of 101 interviews in a box, £77 + £4.90 p&p.
Job Box Book
£35.50 + £4.90 p&p.
CRAC Publications, Hobsons Ltd, Bateman Street, Cambridge CB2 1LZ.

Here is an ingenious and adaptable presentation of 101 tales about jobs told by the youngsters who do them, ranging over the full abilities range.

How does it feel to work as a butcher like 17-year-old Andrew (already wondering whether to aim at running his own shop or a meat delivery service); a baker like 18-year-old Maria (who hopes to set up her own tearoom eventually "with me baking and girls in pretty dresses - just like you see on telly..."); a paper maker, probation officer, chemical engineer, solicitor's clerk, tax officer, or any of the other 94 categories listed here?

It makes stimulating reading. Even in the present state of the labour market, it seems that intelligence, determination, hard work and, occasionally, a Saturday morning job have all paid off in finding work they enjoy. Of course, employment opportunities vary. It might have been useful to know in which part of the country

Lorna gained her training contract with a firm of accountants, Sylvia got into the "happy" glass factory, or Gary became a pub manager at 26.

Another regrettable variable is that, in the interests of diversity, the age range described here runs from late teenagers to a zoo keeper of 29, and includes an architect, bookmaker's cashier, librarian, market research executive and osteopath in their mid or late twenties. It might not be so easy today to drift into teaching as it was for (now) 28-year-old Charmaine, and a school leaver might not easily sympathize with the way a 33-year-old franchisee of a health food shop coped with his cash-flow problems.

It's not only the labour market but also training opportunities which change. So it's guidelines rather than blueprints when one reads that 27-year-old Jackie would not nowadays get the chance to become a buyer for a pharmaceutical company without some prior qualification, or that a 19-year-old printer is on a training scheme which has already been superseded by a new one.

For those who dream of becoming a stewardess, disc jockey, beauty therapist, film editor, model or musician, there are job profiles to show that such glamorous jobs don't just happen. The message is that you've got to try, try and try again; taking other jobs when

they're offered, re-sitting failed exams, taking day release and evening classes, coping with setbacks and adapting one's expectations to capabilities and economic realities.

There are no soft options; working may well entail long or irregular hours, early starts, noise and inconvenience, interference with one's social life, and uncertainty about the future.

The *Job Box* has been cunningly designed to hold the separate four-page leaflets about jobs in triplicate. This means that teachers can classify the contents by OFT categories or alphabetically. And up to three students can extract the papers for, say, production work in engineering, hairdressing or computer operating at the same time without impeding classmates searching for information about metallurgy, home economics, floristry or fishing.

Each job profile traces one young person's progress between school and the job they had satisfying (not necessarily their first). Additionally, there is a section with facts and contacts for more information.

More conventionally, the contents of the *Job Box* are also available in the *Job Box Book*, intended for the library shelf. Although somewhat flimsily bound, it is worth smuggling into your budget if you can.

Ruth Elliott

On trial

Gillian Macdonald reports on a £1m project to test interactive video

Last week the National Interactive Video Centre in London announced that the Department of Trade and Industry is to provide £1 million for a three-year project to trial and evaluate interactive video in schools. The announcement marks a major step in the development of interactive video.

Over the past couple of years a number of different projects have explored some of the potential of "interactive video", or the combining of video images with a computer program. North East London Polytechnic pioneered a study in four primary schools in London, and Essex Education Authority seconded two teachers to work with the Ford motor industry on interactive video training. But the most publicized of all has been the BBC's Domesday Project which has involved the participation of schools around the United Kingdom in gathering information for a national database which is due to appear on interactive videodisc next autumn.

These have all been isolated projects and as yet there are no interactive videodiscs generally available for school use. According to Angus Doulton, the director of the National Interactive Video Centre (NIVC), IBM are currently sponsoring a major language programme, John Wiley publishers are working on an A-level disc on science laboratories, Oxford University Press are producing a disc on volcanoes, and Donaldsons School in Edinburgh is making one for teaching deaf children. But there are no signs that schools are clamouring for interactive video.

The potential and the need for the medium still has to be proved, and that is one crucial aspect of this NIVC project. In the course of the three years and in return for its £1 million, the Centre hopes to produce nine or ten interactive videodiscs covering a range of subject area and age. It also hopes to reach conclusions on the role of "IV" in the classroom. But most important to Angus Doulton will be

"the research, the know-how and a whole body of people saying this technology is important in schools".

The target for £1m?
Nine or ten discs, plus 'the research, the know-how and a whole body of people saying this technology is important in schools'

to 11-year-olds (Bulmershe College of Higher Education in Reading); secondary school maths (Exeter University); textile design for middle secondary schools (Leicestershire Education Authority); A-level economics (Moray House College of Education in Edinburgh); human movement for A-level science (MEP and Secondary Science Curriculum Review); and in-service education for primary teachers (Bishop Grosseteste College of Higher Education in Lincoln).

Each team will produce a videodisc and put it out to trial in local teachers' centres or schools. Representatives from the teams will attend regular meetings at the NIVC under a central education officer, and they will exchange ideas, discuss problems and work together with members of the interactive video industry.

It is a fundamental principle of the National Interactive Video Centre and the Industry in Education Unit of the DTI which is funding this project, that education and industry should work together and learn from each other. So the initial plan is that the educationists should devise the materials and the consultants advise on which videodisc system suits their respective needs - a Thomson-EMI VHD disc can offer 60 minutes on one side for carrying a lot of video sequences; a Philips LaserVi-

son disc allows easy random access with a lot of computer branching. The professional manufacturers would then produce the final discs.

But if the need for interactive video in schools still has to be proved, the expense also needs to be justified. Most schools are already equipped with micros that could run the computer programs, but they would have to pay a further £380 for each VHD player or £750 for LaserVision. And then there's the price of the discs.

Angus Doulton and his colleagues at the Council for Educational Technology are not alone in their belief that TV can provide a massive and invaluable resource in the classroom, not merely as a visual database but as an aid to children's learning and classroom management. But only if the software applications are good. The industry, which stands to gain or lose as much as the schools, is equally concerned. If this project fails to convince people of the value of interactive video, then it could put the whole industry back.

The project is an important and an ambitious one. Getting industry and education to work together is fraught with difficulty, not least their mutual scepticism about who has the expertise. But as a priming exercise, its prospects look good. Already a couple of local education authorities have told Doulton they will get some videodisc players and discs and try them out, and others might set up their own projects.

A new way to study NUCLEAR REACTORS



A computer program is now available which enables students to study the operation and control of nuclear reactors in a way not previously possible.

The program, which simulates the operation of an Advanced Gas Cooled Reactor, has been developed by the United Kingdom Atomic Energy Authority and the Computers in the Curriculum Project at Chelsea (King's) College, London, with the aid of a team of science teachers. It is published by Longman Micro Software.

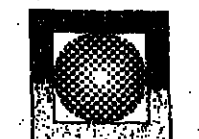
The program enables the reactor system as a whole to be studied or component parts, the reactor core, boiler and turbine, to be separately investigated.

Accompanying booklets for the teacher and students contain a detailed description of the model, information on reactors in general and the AGR in particular, a brief bibliography, suggested methods of using the program, and student exercises.

Available on disk for the BBC, RML3802 and 4802 microcomputers, the package is aimed primarily at the 14-18 age range, but can also be used as an introduction to nuclear physics at the tertiary level. It is suitable for use either in class demonstrations or by smaller groups or individuals. The package costs £14.50 plus VAT and the BBC version is available on 28 days approval.

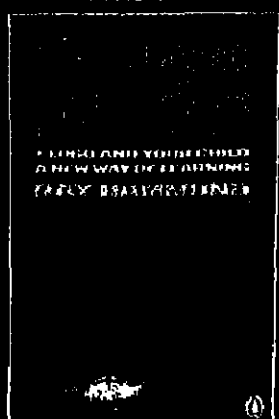
To receive further information and an order form please use the coupon below.

To: Room 119, UK Atomic Energy Authority, 11 Charles II Street, London SW1Y 4QP
Please send me information on the UKAEA computer package.
Name _____
Establishment _____
Address _____

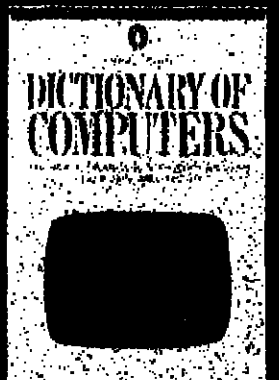


Autumn Reading from Penguin

FORWARD 100
Ray Hammond
0078193 304 pages £5.95
Also available in hardback
0-670-80039-2 £12.95



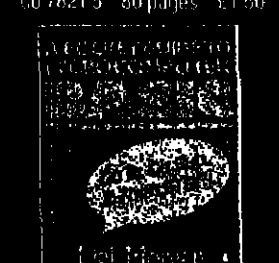
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Del Morgan
00 7021 5 80 pages £1.50



THE CREATIVE USE OF
CALCULATORS
J.P. Morgan
02 2465 3 204 pages £1.95



For further information please write to
The National Marketing Department,
Penguin Books Ltd, 53a King's Road,
London W8 5AH

RESOURCES/SOFTWARE

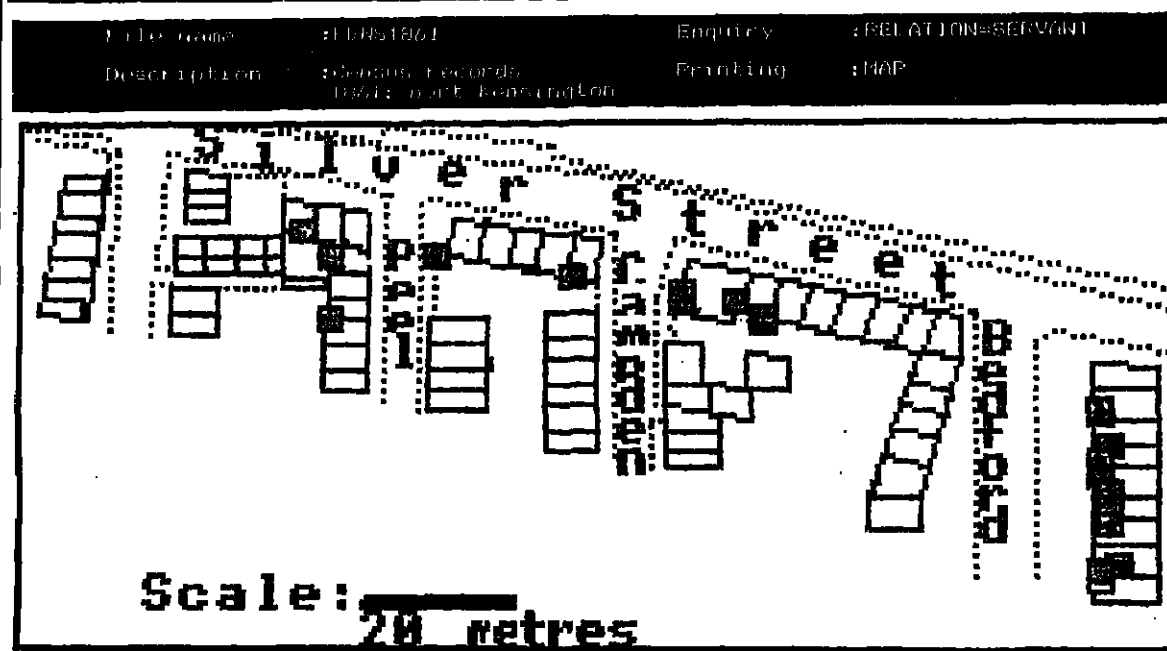


Figure 1 from KENS1861 file

Streets ahead

Chris Drage looks at a database package for the classroom

Dataprobe
Disk for the BBC B and RML 480Z
Starter pack £49.95 + VAT; add-on
pack £49.95 + VAT; additional pupils'
books (pack of five) £19.95 + VAT
Addison-Wesley, Finchampstead Rd,
Wokingham, Berkshire RG11 2NZ.

In today's information technology
society there is a clear need for
everyone to develop skills to enable
them to exploit the deluge of available
information fully. The basic skills
necessary to handle information in
traditional forms are the best foundation
for coping with today's needs.

Using databases in the classroom
will help children become more aware
of the nature of information as well as
develop their thinking and organizing
skills. It is in this context that Addison-
Wesley have recently published their
new educational database package,
Dataprobe.

Advised as a graphics database
for nine-year-olds upwards, *Data-
probe* is a sturdy package complete
with two disks containing both pro-
gram and sample datafile. In addition, a
62-page, A4 teacher's guide and 42-
page pupils' project book for the
sample datafile are provided.

The datafile relates to a sample of
people living in Kensington and the
rural village of Wortham in 1861. An
add-on pack comprising three datafiles
(relating to bird table, litter and weather-
ing), each with an accompanying pupils'
project book, may be purchased
separately.

Dataprobe offers a full range of data
manipulation facilities. It uses a fairly
complex and powerful command struc-
ture which is neither menu-driven nor
like the dialogue style of *Pilefile*. A full
range of operands is available includ-
ing =, <, >, <>, AND, OR, CON-

TAINS, BEGINS and "NOT" to ne-
gate an enquiry.
Although it is rather like *Quest* in its
commands and approach, *Dataprobe*
excels in its ability to represent data
graphically; *Quest* only does this to a
limited degree. Pie charts, histograms,
bar charts, venn diagrams, graphs,
scattergrams and even maps are
possible. Pairs of histograms may be
displayed to emphasize relationships
in the data, and all output can be
dumped to a printer (Figure 1 from
KENS1861 file illustrates both the
command structure and output.)

Command:
ENQUIRY, KENS1861,
RELATION=SERVANT
Command:
SHOW MAP, KENSING,
HOUSECOORD,
HOUSECOORDN
... results in figure 1.

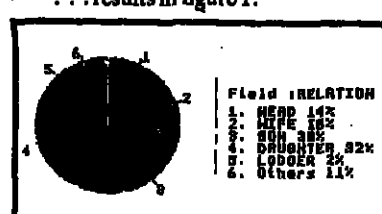


Figure 2: pie chart showing relations

I tested the BBC version of *Data-
probe* and ran into problems as the
current version of the software refused
to run on any machine fitted with the
fast DNFS 3.2 ROM. It works well,
though slowly, with the now outmoded
DFS 0.90. A revised BBC version is
apparently in the pipeline and existing
users can have their disks upgraded.

Initially, I was concerned about the
speed of enquiry (seven minutes for
one figure), especially as children
would be unoccupied while waiting for
a graph to appear. In *Dataprobe*
graphs are dynamically displayed on
screen. As sets of matching records are
collected together during the search,

the graph is replotted. Children actual-
ly enjoy watching this growth process
and checking if the final result matches
their predictions.

The teacher's guide contains a tuto-
rial to introduce each aspect of *Data-
probe* in turn. Datafiles provided with
each pack are adequately described and
guidance is given on creating new
file structures, datafile and maps.

Twenty-nine, black-line, master
worksheets are included for teachers
and classes to modify and use when
collecting data and constructing their
own files. Each pupil's book contains
background material on its respective
file and outlines assignments for 10
groups. Charts, photographs and line
drawings are liberally used throughout.

The drawback of the system, for use
with young children, is that to use it
efficiently, it is necessary to memorize
the commands and syntax of the
command structures. This is beyond
the capabilities of many primary
school children, and is certainly not an
ideal introduction to information re-
trieval for younger children.

To balance the drawback, one must
weigh the program's power and versa-
tility. The facility for stringing together
commands in sentence-like structures
makes the sifting process much quick-
er. *Dataprobe* is the only database sys-
tem to offer such a variety of
formats for screen display and
printout.

Perhaps the largest drawback of all
is the price. It is difficult to see how
capitation grants will stretch to acquir-
ing *Dataprobe* in the light of pressure
from other areas of the curriculum.
However, the benefits from this one
item of software will far outweigh
comparable spending on drill-and-
skills programs. Authority buy-
ing will also help in this respect.
For those requiring a database for use
at the top of junior school or a lower
secondary level, *Dataprobe* will more
than satisfy your requirements.

purchased or ordered Sprite Logo or
Sprite Boards at the old prices, the
company will issue a £20 credit voucher
on written request, which may be used
against other Logotron products.
Logotron Limited, Ryman House, 59
Markham Street, London SW3 4ND.

SOFTWARE PUBLISHERS
The British Council has produced a
comprehensive list of British publishers
of educational software. Copies are
available from Mark Sadler, Book
Promotion Department, The British
Council, 65 Davies Street, London W1Y
2AA.

PRESTEL DISCOUNT
Colleges of further and higher education,
polytechnics and universities subscrib-
ing to Prestel, British Telecom's national
videotext service, are now eligible for the
special Prestel Education Tariff.
The tariff means that they can buy a year's
subscription for £100, instead of the
normal £120.

discount of one third off the Prestel
time-based charge. The education
standing charge of £20 a quarter
includes a subscription to Prestel
Microcomputing and Micronet 800.
Colleges subscribing to the Education
Tariff will still be able to receive all the
general information and services on
Prestel.

DYNAMIC MODELLING SYSTEM
The Science and Computers in the
Curriculum Project who produced the
"Dynamic Modelling System" reviewed in
last week's Computer Extra, would like to
point out that although the program does
stand alone, it was designed to
accompany the revised Nuffield A-Level
Physics scheme.
Similar models will also be available in
the new year for geography, economics,
biology and chemistry.

The accompanying booklet is well
written and essential reading. Clear
guidelines are given on the mechanics
of using *Worldwise* in a simulation
exercise.
Worldwise is being made available
for other computers, starting with the
BBC Model B. In time, the concept
will be developed to include other
major international problems such as
poverty and literacy.

Nuclear arsenals

Worldwise: Nuclear Weapons
Cassette for Spectrum 48K
Price £6.50; extra copies £2.50
The Richardson Institute for Conflict
and Peace Research, Department of
Politics, University of Lancaster, Lan-
caster LA1 4YF.

At its simplest *Worldwise* is a com-
puter atlas listing more than 130 nations
of the world. Instructions allow the
user to identify quickly any of these
countries at five different levels of
magnification.

Small countries will need a large
magnification; large countries will fill
the screen at the same level of mag-
nification. A cursor map option allows
users to focus on any area of the world,
using nine levels of magnification.
Users pinpoint the area on a mini-map
of the world and then proceed by
taking the map to the required level of
magnification.

Simple games of identification can
be played on the cursor map using the
country map as a check. Time limits
can be imposed. Mystery maps can be
drawn which are difficult to locate
because of magnification or position,
although some recognizable boundary
feature is necessary if the game is to be
more than pure chance.

The prime purpose of the unit,
however, is the use of the atlas as a
guide to the ownership, nature and
location of the world's nuclear
weapons. Details of American, Rus-
sian, British, French and Chinese
nuclear weapons are listed.

Worldwise displays self-contained
systems such as inter-continental bal-
listic missiles as well as military sys-
tems such as planes and ships. For each
weapon it provides details of the
position, range, accuracy, the number
and the explosive power of the war-
heads in the system.

The data may be used to simulate
the problems of negotiating nuclear
disarmament. Games may be re-
stricted to certain types of weapons, or
weapons in a specific geographical
area, or may initially include all
weapons with participants drawing up
their own agenda. Actual disarmament
negotiations may also provide the
agenda.

The simplest games will have two
teams representing East and West
with a control team operating the
computer, recording negotiations and
delivering messages. Discussions will
be necessary within each team and
between teams. The computer records
agreed changes but permits a return to
the original position in the event of
unsuccessful negotiations.

Simple political conclusions cannot
easily be drawn from this material
which has no obvious standpoint.
Those who seek confirmation of the
notion that all disarmament talks are
pure gamesmanship conducted for an
international audience, can probably
find it. Equally, the complex pattern of
nuclear weaponry, its distribution and
the implications of each system seem
to defy balanced reductions.

The international nuclear arsenal
does not stand still for long. Data
and this kind soon needs updating and
those who join the *Worldwise* Users
Group (for a nominal sum) can part-
exchange their old copies for the latest
version of *Worldwise* as it becomes
available.

The accompanying booklet is well
written and essential reading. Clear
guidelines are given on the mechanics
of using *Worldwise* in a simulation
exercise.

Worldwise is being made available
for other computers, starting with the
BBC Model B. In time, the concept
will be developed to include other
major international problems such as
poverty and literacy.

**John Tuoy,
Gorman Stafford**

Foreign service

This is hardly a bumper term for new
language programmes on Schools
Television. Many established series
are being shown again, but teachers
will have to wait until the summer for
what promises to be an excellent new
German *Zeigepunkt* series.

A schools slot has been found for
Deutsch direkt (Tuesdays, 12.30
BBC2) but it is a pity that the new
Telejournal series (Mondays, late
night BBC2, Sundays, 11.20 BBC1) is
not being given a weekday showing,
particularly since this series covers not
only French, but also German, Span-
ish and Italian.

It is left to School Radio to provide
an innovative element to the language-
teaching scene this term.

Horizons de France started on Oc-
tober 21. Programme two had a number
of short modules, each of which picked
up an interesting feature of life in
France. The programme is helpfully
graded with the less demanding inter-
views being presented first.

The third programme used the film-
strip about Marseille originally pro-
duced for the geography series *Home
or Away*. There was plenty of good
vocabulary introduced in the context
of the port's various industrial enter-
prises and the geographical subject
contained nicely-paced narration
alternating with authentic interviews.

Encore une étape (December 9-13,
11.40 VHF4) is a new five-part series
for level III French. It is entirely
task-based with pupils getting involved
in a variety of activities linking listen-
ing to printed graphics and note mak-
ing. Topics are familiar, ranging from
"buying things" to "getting around" and
"making plans".

As a result of piloting, all the
English presentation was excluded from
Encore une étape and the inter-
views with French assistants and pupils
in Villeneuve St Georges stand by
themselves. Some interesting facts about
French teenagers emerge.

Propos (December 18-20, 14.00
VHF4) is a short three-programme
series designed to motivate and inform
O-level students. Again the emphasis is
on listener stimulus and there are
plenty of opportunities for post-ex-
planation, with the teacher making full
use of the pause and rewind buttons.

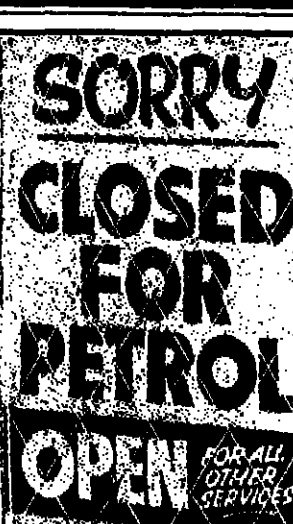
Themes selected to match the in-
terests of young teenagers on both
sides of the Channel, are presented in
miscellaneous form with a mixture of
sketches, interviews and music based
on a French radio station. The voca-
bulary content has been carefully lim-
ited to correspond roughly with the
basic level of the northern GCSE
Working Group.

Deutscher für die Oberstufe (October
7-11, 00.30 VHF4) is one of the
longest-running radio series ever. This
term there were nine new programmes
reflecting the wide-ranging needs of
sixth formers. Some topics were liter-
ary, including an excellent review of
Zuckmayer's life, others informative,
such as a programme for train enthu-
siasts on *150 Jahre Deutsche Eisen-
bahn*. I particularly liked the analysis
of the German language today.

Following the success of *Deutscher
Club* at sixth-form level, many of the
same techniques have been employed
in *Deutsches Magazin* (December 9-
13, 14.00 VHF4), though the language
is obviously not as demanding. All 10
programmes use authentic recordings
presented in a magazine format. The
topics were all suggested by teachers
and reflect the CSE/GCE examination
board lists. In the opinion of those
teachers who piloted the material, it
should also be of use for GCSE.

There is a light, fast-moving feel to
Deutsches Magazin, which should
appeal to 15 and 16-year-olds, and a
particularly welcome feature is the
introduction of a wide variety of voices
from all over Germany. The series
offers plenty of material for gist com-
prehension, vocabulary reinforcement
and, indeed, just listening for fun.

Incidentally, some teachers were
put off *Business French* last year,
because they didn't think the material
would be appropriate for them. In
reality the programmes have quite a
wide appeal - the series would be more
aptly named "Practical French".



In living memory

Robin Buss on Channel 4's investigation of British politics in the seventies

The Writing on the Wall
Channel 4, Sundays 9.15pm.

Phillip Whitehead's seven-part in-
vestigation of British politics in the seven-
ties begins with a prologue. Filmed in
old-fashioned black and white, George
Brown announces the arrival of "a
modern society that has put the class
war behind it", caught up in the white
heat of Wilson's technological revolution.
"He did also think it was an
alternative to Socialism," says Tony
Benn, then Minister of Technology,
with a measure of the hindsight that
gives sixties' optimism such a hollow
ring today.

The extraordinary wealth of the
visual record and the fact that most of
the leading figures of the period are
still living, means that the historian has
more than enough material to draw on.
The satirist, too. hilariously or cruelly
preserved on film, the language
and gestures of politicians shift gradu-
ally in time from raw seriousness
to caricature.

This is particularly so as the clips
become familiar from repetition: Wil-
son's meeting with the Beatles,
Powell's self-conscious rhetoric,
Heath's Churchillian appeal at the
start of the three-day week. Since for
most of us the events recorded in these
programmes are within living memory,
reviewing them shows as clearly as one

could wish the impossibility of recap-
turing the past or fully comprehending
the attitudes that shaped it.

There are two ways to approach the
problem of "writing" a history of
politics in the seventies for an audience
in 1985. The first is to start with an
open view of what is meant by political
history and compile a collage of film
and anecdote, leaving the viewers to
interpret its significance in relation to
their own experience. Phillip White-
head, as executive producer of this
series, has chosen the alternative: his
subject is the history of Government
and he sets out with a precise notion of
the story he has to tell.

When Whitehead uses archive film,
he does so to illustrate a particular
thesis, and strict selection means that
instead of extended interviews we have
lots of succinct quotations. The distinc-
tive narrative style of the programmes
is the product of a clear narrative
thread running through them. Because
it argues a case, and does so with
intelligence and wit, this promises to
be an enthralling and important series.

There is nothing particularly novel
about Whitehead's general thesis that
during the seventies there was a steady
shift away from the post-war consensus
towards the polarization of the eight-
ies. The class war crept up from behind
where Labour, as "the natural party of
Government", had put it, and failure
to realize the economic possibilities of

the sixties gave rise to a new Toryism.
In Whitehead's view, Wilson and
Heath, despite their dislike for each
other and despite Selodon Man, pur-
sued essentially the same ends. They
were not entirely to blame for their
failure to achieve them and their
inability to read "the writing on the wall".
One lesson of a series such as this
is that the constraints on polit-
icians are much greater than they may
seem at the time.

Another is that, given these con-
straints, the actual achievements of
Governments often appear slight -
there is, in any case, no way of writing
the history of this particular period as a
success story. The participants reflect
why: "power just slipped through our
fingers" (Benn); "we never decided
anything, but they were useful meet-
ings" (Anthony Barber on the Nation-
al Economic Development Council).

One programme (part 5) will look at
political outsiders and, notably, the
battles over education and the "black
papers". Otherwise, the series stays
with mainstream politics, promulga-
ting the full story of Callaghan's nego-
tiations with the International Monetary
Fund and the divisions in what Wilson
called "the party behind me in the
House (pause) ... sitting behind me".

The book of the series (same title) will
be published by Michael Joseph on
November 11, price £14.95.

Tune in

SCHOOL RADIO
The Song Tree
Primary Music Course
Stage 1
BBC 2 VHF
Thursdays 2.05 pm.

Primary school music could almost be
said to owe its existence to BBC radio
programmes like *Time and Time* and
Singing Together. But from this au-
tumn some old favourites will begin to
take on a new look.

The idea is to gather together the
varied musical experiences contained
in four BBC radio series into a single
music course which will provide chil-
dren with all the basic skills and
activities they need at primary level.
Initially, most of the existing program-
mes will retain their familiar format
but gradually they will be modified
to incorporate new elements relating to
the progressive acquisition of skills.

The Song Tree (aimed at six-plus) is
the first series to undergo a radical
change. As Stage 1 of the course, it
now has pupils' pamphlets, is more
activity-based and generally more ac-
cessible to the class teacher. *Time and
Time* (seven-plus) follows on as Stage
2, but its format is unaltered. Soon
Music Workshop (eight-plus) and
Music Makers (nine-plus) will link up
to form Stages 3 and 4 of the course.

The Music Box, for reception chil-
dren, is the ideal lead-in to *The Song
Tree*. The expanded teaching notes
include guidance on how to teach
melody, pitch, rhythm and pulse, and
how to organize instrumental work.
There are also ideas for sound games
and music drama arising out of the
songs. Across the curriculum projects
and links with BBC programmes in

other subjects are also suggested.

The presenters of the series are
Simon Mayor, whose jokey style I find
rather irritating, and Hilary Jones, a
singer with an unaffected, folksy voice
that should appeal to children. Song
accompaniments are on guitar, fiddle,
bass and other folk instruments, and
extra music is provided by the folk
group Pyewackett. The emphasis
throughout is on children's participa-
tion, for example, making button
shakers for "The Button Song", and
throwing dice in the "Stewball" game.

In each programme there are four or
five songs. To introduce children to the
idea of rhythm before teaching it
formally, a system of squares in solid
colours and lines is printed in the pupils'
pamphlets. I have not seen this used
elsewhere, and some teachers may find
a conflict with their own particular
method of beginning rhythm work.

Most of the songs in the second and
third terms are specially composed by
series producer Barry Gibson, since it
is sometimes difficult to find tradi-
tional material that covers all the necessary
teaching points. Some songs sound like
folk tunes but aren't. Teachers follow-
ing the series this term will have been
reassured by the inclusion of tradi-
tional songs such as "Go Tell Aunt Nancy"
and "The Jolly Miller".

To plan and structure a music course
building on the starting points of *The
Song Tree* requires preparation, fol-
low-up and commitment on the part of
the teacher. No doubt it will be some
time before BBC Radio's Primary
Music Course can be properly evalu-
ated, but in the meantime any venture
that helps primary teachers to struc-
ture musical experiences and children
to enjoy them is to be welcomed.

Philip Davidson

briefings radio & tv

For schools

JUNIOR MATHS
(Mon 11.22, Fri 10.09 ITV)
A programme for the over-sevens all
about triangles.

CHILD CARE AND PARENTHOOD
(Monday, 14.40 BBC2)
A new resource for those working with 14
to 16-year-olds in the field of family life
education.

RADIO HISTORY: 11-14
(Monday-Friday
00.30 VHF4)
The first six programmes of
this series are devoted to an examination
of historical mysteries. Built-in breaks
enable students to investigate topics
including "The curse of the Pharaoh" and
"What happened to the Romanovs". The
final four programmes about America in
the 19th century are introduced by
radiovision.

TOMORROW'S PEOPLE
(Wednesday, 11.17 ITV)
These programmes specifically for
Britain's multi-cultural population
present the experiences of children from
different ethnic minorities.

**ADVANCED LEVEL STUDIES
STATISTICS**
(Thursday, 11.45 BBC2)
Real-life case studies of probability and
statistics. The first programme on
"Sampling and Probability" concerns
drunkenness and the roadside screening
procedure used by the police.

General interest

THE COMET MAN
(Saturday, 3.30 R4)
John Ebdon of the London Planetarium
presents a programme to celebrate the
life of Edmund Halley, the second
astronomer royal who first observed the
famous comet in 1680.

THE SQUARE MILE

The Square Mile study kit is now avail-
able for schools, colleges and training
organizations.

In addition to a video cassette of the
6-part series now being transmitted on
Sundays there is a 22-page handbook
and other information.

Priced at £45 + VAT the kit is available
from: MFL International, Seymour
House, Seymour House, London
W11 0PE. Telephone: 01-975 5000.

4

Titles Available For Recording From Sunday 3rd November 1985
Approximate Transmission Times.

Sunday 3rd November

3.00pm

RODS For Code B

3.15pm

The Business Programme For Code P

7.15pm

Heart of The Dragon: Working (Repeats)

9.15pm

The Writing On The Wall: Lost (Repeats)

For Code C

Tuesday 4th November

3.45pm

Years Ahead: For Code B

5.40pm

Anything We Can Do - If It Isn't Broken (Repeats)

For Code B

6.00pm

Tabling A Line For A Visit (Repeat)

Wednesday 6th November

8.30pm

Oliver's Reports: For Code B

Thursday 7th November

11.00pm

The People Tree: Mephis Factoris

For Code A

11.00pm

Polity: Action: Part 4 For Code C

Friday 8th November

7.30pm

It's Not Really For Code A

7.30pm

A Work In Politics For Code B

10.30pm

Week Being: Blindness For Code B

Saturday 9th November

7.30pm

The Painter: Part 1 For Code C

For more material contact:

GUILD LICENSING

8 Raven Row, Peterborough PE1 5YB

(0753) 218161

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Headships 32
Deputy Headships Senior Masters/Mistresses 32
Other Appointments 32

Primary Education

Headships 33
Deputy Headships Senior Masters/Mistresses 34
Scale 2 Posts 43
Remedial and Special Needs Teaching Posts 46
Scale 1 Posts 44

Middle School Education

Headships 46
Deputy Headships Senior Masters/Mistresses 46
Remedial and Special Needs Teaching Posts 46
Modern Languages 46
Music 46
Physical Education 46
Other than by Subjects 46

Secondary Education

Headships 46
Deputy Headships Senior Masters/Mistresses 47
Remedial and Special Needs Teaching Posts 47
Art and Design 47
Careers 47

Classics 48
Commercial Subjects 48
Computer Studies 48
Craft Design & Technology 48
Economics & Business Studies 48
English 49
Geography 50
History 50
Home Economics 50
Humanities 50
Mathematics 50
Modern Languages 54
Music 54
Pastoral 55
Physical Education 55
Religious Education 56
Science 56
Social Studies 57
Speech and Drama 57
Other than by Subjects 57

Sixth Form and Tertiary Colleges

Heads of Department 57
Scale 2 Posts 57
Scale 1 Posts 57

Special Education

Headships 57
Deputy Headships Senior Masters/Mistresses 57
Scale 2 Posts 58
Scale 1 Posts 58

Appointments in Scotland

Headships 59
Deputy Headships Senior Masters/Mistresses 59
Scale 2 Posts 59
Scale 1 Posts 59

Independent Schools

Headships 59
Deputy Headships Senior Masters/Mistresses 60
Art and Design 60
Careers 60
Classics 60
Computer Studies 60
Craft Design & Technology 60
Economics & Business Studies 60
English 60
Geography 60
History 60
Mathematics 60
Modern Languages 60
Music 61
Pastoral 60 & 61
Physical Education 61
Religious Education 61
Science 61
Speech and Drama 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Nursery Education

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Other Appointments

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Scale 2 Posts 62
Scale 1 Posts 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

Colleges of Higher Education

Heads of Department 66
Other Appointments 66

Preparatory Schools

Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
English 62
History 62
Mathematics 62
Modern Languages 62
Music 62
Physical Education 62
Religious Education 62
Science 62
Other than by Subjects 62

Colleges of Further Education

Directors and Principals 63
Heads of Department 63
Other Appointments 63

CARLTON NURSERY CENTRE,

Granville Road, London NW6.

Tel: 01-328 2070

Headteacher: Eve Golditch.

Required as soon as possible -

TEACHER to work in this 40 place Nursery Centre (Scale 1/2). This is a challenging post and we require a sound educational practitioner with additional team leadership skills. If you would like the opportunity to work in a well established educational and day care setting with a higher than usual adult-child ratio and the option of staggered holidays. Please apply as soon as possible.

London Allowance of £1038 per annum is payable.

Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multi-Cultural Education.

Unless otherwise stated application forms (see) obtainable from the Headteacher returnable within 14 days.

Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview.

Travelling Expenses will be paid to shortlisted candidates only.

(1772)

HEADTEACHERS

Required Easter 1988.

THAXTED COUNTY PRIMARY SCHOOL (Group 4), Thaxted, Dunmow.

FVFIELD, DR. WALKER'S C. OF E. (CONTROLLED) PRIMARY SCHOOL (Group 2 + L.F.A. £284 p.a.), Walker

Wiltshire

PRIMARY EDUCATION HEADTEACHER POST DURRINGTON ALL SAINTS C.E. INFANTS SCHOOL, School Road, Durrington

Group 3
Head Teacher required from April 1986 for this four class infant school housed in modern premises and serving the village of Durrington and the surrounding rural area. Durrington lies just to the north of Avebury, some 10 miles from the cathedral city of Salisbury.
Application form and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department, (Ref. 817/1985) County Hall, Trowbridge by 12th November 1985.

SCALE 2 POST PERIPATETIC SUPPORT TEACHER

Re-Advertisement
Southern Area Support Team - Scale 2 Teacher required from April 1986 - an experienced and appropriately qualified teacher to join a team of Support Teachers based in Salisbury serving primary schools in the south of the County. Team members support children with learning difficulties in ordinary schools and also provide advice and support for their teachers. Post classified as casual rate user.
Application form and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department, (Ref. 817/1985) County Hall, Trowbridge by 12th November 1985.

SCALE 1 POSTS BULFORD SCHOOL, JOHN FRENCH WAY, BULFORD VILLAGE, SALISBURY, SP4 9DW.

Group 4
Required from April 1986 an enthusiastic Infant Teacher for a middle infant class to work with a very keen and experienced Head Teacher. The school is a fully integrated day, infant and language development school. Application form from and returnable to the Head Teacher by the 11th November (S.A.E. please).

KIWI COUNTY PRIMARY SCHOOL, Hubert Hamilton Road, Bulford Camp, Salisbury, SP4 9JY

Group 4
Scale 1 Teacher required for January 1986. A lively Teacher to take a first year junior class only. An interest in music and the ability to play the piano would be desirable.
When offer of application is sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of 2 referees by 11th November 1985.

WESTLEA PRIMARY SCHOOL, Langstone Way, Westlea, SWINDON SN6 7BT

Head Teacher: Mr. A. Lovell
N.O.R. (January, 1986) 227
Required January 1986 until 31st August 1986, an experienced committed teacher to work in a co-operative double unit in a primary school. Enthusiasm and commitment to an integrated approach to learning is essential.

ST. MARY'S R.C. PRIMARY SCHOOL, Bossey Road East, SWINDON, SN2 1PE

Head Teacher: Mrs. M. R. Obradovic
Estimated N.O.R. January, 1986-176
Required January 1986 until the 31st August 1986, an enthusiastic Infant School 1 teacher in a temporary capacity to teach a class of reception children. An interest in music would be an advantage.
Letter of application, C.V., and names and addresses of two referees to the Head Teacher of the school as soon as possible.

PRIMARY HEADSHIPS continued

BRADFORD CITY OF BRADFORD METROPOLITAN COUNCIL

ST. JOSEPH'S R.C. (A) FIRST SCHOOL
Park Lane, Bradford BD5 9RB
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for the Group 6 First School catering for children between the ages of 5 - 10 years, (plus nursery).
The post will be vacant from Easter 1986.

Candidates must be practising Roman Catholics. The terms of contract will be those set down in the Catholic Education Council's model contract.
Application forms and details of the school may be obtained from the Director of Personnel Office, Fourth Floor, Trinity House, Bradford BD1 1NP. Completed forms should be sent to the Chairman of Governors: Mr. J. Murphy, St. Joseph's Rectory, Rakestone Street, Bradford, West Yorkshire BD5 7LD no later than Friday 22 November 1985.
Reference ET 103485/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age, disability, unless otherwise stated. (54417) 110010

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

PRIMARY HEADSHIP

Applications are invited from suitably qualified teachers for the post of Head Teacher at the following schools:

TREGONY C.P. JUNIOR & INFANT SCHOOL, Tregony, Truro, Cornwall TR4 4RW
Group 3
Available from 1st January 1986. Closing date 15th November 1985.

Application forms and details are available on receipt of S.A.E. (Postcard) from the Secretary of Education (Schools Section), County Hall, Truro, Cornwall TR1 3BA. (50295) 110010

DERBYSHIRE

See Derbyshire Display
advertisements for details.
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EXTRA

On the write track

The special unit at Grange County Primary School serves ten children aged six to ten drawn from other schools in the area. The children have substantial learning problems which seem often to stem from information-processing difficulties such as poor memory or lack of co-ordination, and are occupied by emotional and motivational problems. The unit is set up and run as a good infant classroom with an emphasis on the use of concrete materials and priority given to emotional and social development. Most of the children return to mainstream education after a year or two after following a reintegration programme within the main school. The regime looks relaxed but the discipline is very firm while allowing for the children's low level of tolerance and their general inability to work in group situations.

The school, including the unit, uses Longman's *Breakthrough to Literacy* materials for the initial teaching of writing. Language experience methods, such as those underpinning *Breakthrough*, give priority to the individual nature of written messages. If correctly used they emphasise both the process by which thought is turned into speech and then into a language form suitable for writing, and the usefulness of a metalanguage ("word", "sentence", "full stop") in handling language processes.

Throughout the process, the teacher's intervention is seen as crucial. She provides the context which provokes the children's talk and she mediates between the forms appropriate to talking and writing. She also by-passes the children's physical problems with handwriting by writing out their sentences for them.

Breakthrough's particular contribution as a commercial scheme lies in its provision of a technology of writing in which there is, as it were, a screen (the sentence stand), a personal word-store (the sentence-maker), a data-base which gives access to a controlled vocabulary (the word-stand) and a filing system (the noun and verb divisions of the sentence-maker). There is also a facility for introducing the child's vocabulary by means of writing her "own words" on cards which are then stored in the sentence-maker.

There is no doubt that *Breakthrough* is based on a sound model of language acquisition, and that its correct use can represent a reasonable approximation to the process by which writers turn thought into language. In classroom terms, however, it has three fairly serious drawbacks: meticulous organization is required to keep the sentence-makers in order; there is considerable teacher input at a purely mechanical level in writing out the children's sentences; and the sentence-makers and stands can occupy rather a lot of table-top space. For some time, therefore, we have considered the

possibility, for reasons of economy of time, space and energy, of by-passing the *Breakthrough* technology by the use of a computer. Our initial thoughts were to look for ways of storing the controlled vocabulary which could then be displayed on the top half of the VDU.

The cursor could then be used to detach those words which the child needed to make a sentence. There were obvious difficulties here: the screen would be excessively cluttered, the typeface small for beginner readers and the need to operate the cursor and at the same time identify individual words, might prove too complex a task for infants.

It was at this point that I went to a demonstration by Bob Dyke of the SEMERC update of PROMPT. This is a very simple wordprocessing program designed for children with little experience of language. Overlays of pictures representing actions and objects, together with a simple vocabulary, are used with a concept keyboard. Thus a child pressing a picture of a girl running will bring the word "running" to the screen. The teacher can, of course, introduce new words of pictures by making her own overlays.

With the assistance of Bob Dyke of the Special Education Microelectronic Resource Centre in Manchester, Jean Ashcroft, teacher-in-charge of the special unit and Brian Norbury, headteacher of the school, introduced first PROMPT and then Jean's own staged series of overlays adapted from the PROMPT ones. The next step was to make overlays, again staged to provide levels of difficulty, but this time using words only to provide a *Breakthrough*-type word-store. By allocating a file to each child, known words for future use could be stored. Additional words were written on card, as in *Breakthrough*, and given to the child to type in, though sometimes, for instance when the children were working on a topic, Jean would make a whole temporary overlay of "own words". The final touch was, of course, the printer, an endless source of delight.

The effect of using this system was always positive and in some cases quite dramatic. There was a considerable increase in writing as an activity and children who had previously written very little quite quickly produced whole pages of writing. While remaining sceptical of quantity as a criterion of success in writing, it is also true that until a child can write several sentences free of inhibitions caused by the physical problems of handwriting and spelling, it is impossible to take her to the necessary next stage of drafting and redrafting. (In this respect wordprocessing seems to offer the possibility of using the paragraph rather than the sentence as the basic unit of writing.)

Quality also improved, perhaps as the result of the teacher's general presence near the computer (but not in charge of it) when the children were typing in. Certainly the replacement of the teacher as scribe by the teacher as technical adviser made a substantial difference both to the size of her workload and to its nature: whereas before she had to give individual attention to each piece of handwriting to the exclusion of all other tasks, now she was only marginally involved in the production side and had time to attend to other tasks simultaneously. Also, while the preparation of the overlays presented an extra task, it was not one



which used up classroom time. Finally, the whole business of storing and maintaining the word-stores was finally eliminated as a classroom task.

There appeared to be advantages to the system in addition to the purely organizational. The typing in of "own words" from cards, which was initially presented as a difficulty, in fact revealed the children's growing understanding and appreciation of the surface features of language: for example the necessary use of the space bar to insert spaces between words drew their attention to words as single entities; they became conscious of the difference between upper and lower case, though Jean masked "difficult" capitals such as L and I with lower case letters.

They were precise about using capitals for important words. They homed in quickly on the ways in which words change by the addition of single letters: "he" becomes "then" by adding a 'n' on it. They quickly noticed inaccuracies in their own typing and were immensely strict with themselves about getting things exactly right. Although the cursor did present problems, not least because several children had problems with left-right orientation, it brought its own reward in the children's increased use of position words as they chased the errant rectangle across the screen. In every instance, the most notable gain of all was in their ability to overcome a whole range of minor technical problems without becoming frustrated.

A number of problems remain and their solution will take us into stage two. Because the initial stage in the writing process - the thought-into-talk-into-written language form - is, as with *Breakthrough*, separated from the physical production of the writing, the children easily forget the sentences they have prepared. At the moment the answer to this seems to be to tape

record the initial talking session, which sometimes takes place individually and sometimes as a group, and use this as a notebook from which to make the sentences to be written. These sentences too will be recorded, probably on the second side of the tape, and the child can then take her audio tape to the computer. The overlays, too, need some expansion to increase the size of the controlled vocabulary available to a possible 120 words. Brian Norbury is also investigating the addition of a necessary use of the space bar to insert spaces between words drew their attention to words as single entities; they became conscious of the difference between upper and lower case, though Jean masked "difficult" capitals such as L and I with lower case letters.

But we are pleased with the first six months' work and feel the children have benefited. The next step is to take the system into the mainstream infant classes where we envisage using it to promote group, rather than individual, writing: to look at the possibilities of moving the more capable writers onto a more advanced wordprocessing program; and, most important of all, perhaps, to look at certain features of the system such as delay between composition and execution, for insights into how the initial writing process really works.

Margaret Cook

References:
SEMERC, Manchester College of Higher Education, Hathersage Road, Manchester M13 0JA.
PROMPT published by Blue File (Version 3) Available from SEMERC and RICS.
Breakthrough to Literacy published by Longman.

Hardware: BBC micro, disk drive, Epson printer, A3 concept keyboard obtainable from Star Microterminals, Whitchurch, Shropshire.
Margaret Cook is General Adviser with special responsibility for language development, Salford MBC. The opinions expressed are her own.

Daily computer

Handbook of Primary Education and Computing.
By D W W Ellingham.
Castle House Publishing Ltd £7.50. 0 7194 0101 1
The Child, the Teacher and the Micro.
By Barry Holmes, Ian Whittington and Stephen Fletcher.
Cambridge Scholastic Services £3.95. 0 9510194 0 6

In the last three years almost 27,000 primary schools have taken advantage of the DTI's offer of a microcomputer. Many of these schools have now been using micros long enough for realistic discussion of "good practice" to take place. The *Handbook of Primary Education and Computing* sets out to answer some of the questions which are arising from such discussion.

Practical suggestions for the day-to-day management of the computer are followed by more detailed consideration of educational software. The author divides programs into five broad categories. Examples of programs from each of the categories are then discussed according to three age ranges - upper juniors, lower juniors and infants. Details of each program, its aims, support materials and any additional resources needed are given. There are ideas for cross curricular activities both at and away from the keyboard. Problem solving is a recurring feature of the programs cited and there is a chapter outlining ways in which the necessary decision making and thinking skills can be practised. Teachers faced with the task of selecting software for their schools will find the final chapter on evaluation particularly valuable. In this the author has drawn on his experience as a headteacher and as curriculum development coordinator in an educational computer centre to compile a useful checklist of educational criteria to be met when evaluating new software. This book provides an introduction to the role of the computer in the primary classroom which is practical, thorough and readable.

Faced with a bewildering variety of educational software, many schools are electing to concentrate on just one or two of the major program categories. *The Child, the Teacher and the Micro - using simulations in the classroom* does just this. The book is divided into three parts. In part one the theoretical issues and implications of the introduction of the microcomputer are examined. Part two is concerned with the practical application of these theories through the use of simulations. The final part explains the nature of simulations. A case study, suggestions for classroom organization and a resource list make up the three appendices.

While the book as a whole would have benefited from some variety of layout or typeface, the reader is able to forgive these minor imperfections in the light of the book's content. The development of the programs and their use in the classroom make entertaining and informative reading although the inclusion of photographs and examples of children's work would still have been a welcome addition. Despite the all-embracing title of the book, the simulations referred to in this section were designed by the authors. As these programs have been developed by Mary Rose, Susan Ashworth and David Smith they write with a wealth of experience behind them. The issues involved apply equally well to similar programs from other sources, so for teachers wanting to know more about the potential of simulations in the classroom, the book is a rich and well-informed source of ideas and suggestions.

The authors of both books state that the microcomputer should be used not simply "because it is there", but to enhance the quality of education, a statement which is well substantiated by their texts. Both would be a worthwhile addition to the library of a teacher's centre or resource centre.

Christine M. Povey

EXTRA

Classroom in the country

Gillian Thomas on an unusual residential course

"We saw a real frog, fed the horses, got our boots lovely and muddy." Returning from an expedition to the thatched village of Badger, 30 very excited six-year-olds from two Wolverhampton schools, Collingwood and Christ Church, were bubbling over the afternoon's experiences.

Heaving their muddy wellies off, they rushed into the dining room at Kingswood Nursery Infant Centre to devour a hearty high tea of baked beans and fish fingers. Playtime in the fields and a sing-song were to follow before bed. Kingswood, only five miles from the city centre, is a "classroom in the countryside" for Wolverhampton's 93 nursery and infants schools. Over 30,000 3 to 7-year-olds have been there since it opened in 1976.

Each child is guaranteed a stimulating and novel experience, especially as country pursuits are in marked contrast to the urban surroundings in which most of them live. The Centre also gives them an opportunity to spend a night away from home, an adventure in itself.

It was Margaret West who, arriving in Wolverhampton as the Nursery Infant Inspector in 1972, had the idea of setting up a residential centre for nature studies and language development for primary children. Initially, some of her colleagues were very sceptical, believing it was simply not feasible to take such young children away from home.

Undeterred, she initiated experimental evening trips to Cannock Chase with Christ Church Infant School. These proved so successful that the L.E.A. was persuaded to spend £53,000 converting near-dilapidated buildings at Kingswood, formerly a special school, rather than pulling them down.

Her successors, Betty Hillier and Shirley Tyler, the present Inspector, backed by the enthusiastic support of local councillors, have now developed the Centre into a unique resource. All primary heads are also wholeheartedly in favour.

With its own staff of 10, including a headmistress, Val Pimley, an assistant teacher and three NNEB assistants, it

is treated as an integral part of the infant curriculum. All schools and nurseries have a regular allocation of places - approximately every eight terms. There is room for 30 children to stay overnight or 45 can go for a day-session.

For small children accustomed to the industrial surroundings of a large city like Wolverhampton, the stimulus and sheer enjoyment offered by a trip to the countryside is very obvious. Many of those I met there had never seen a real cow before, let alone a frog or a peacock. Others were excited at the chance of holding Honey Bun, the centre's amazingly tolerant rabbit, or searching for eggs laid by the ducks, picking daisies from the orchard, or simply just being able to run wild and kick a football across the grassy field.

"We find that even the least articulate children are bubbling over with things to say after a visit" comments Jean Boffey, headmistress of Christ Church, whose pupils are 85 per cent non-European. "Thus it is both a new learning experience and an invaluable stimulus to language. We try to capitalize on both in the classroom afterwards."

After their arrival by mini-bus in the morning, the children's activities had included a walk on Kingswood Common and a visit to local stables, accompanied by Centre staff as well as their own teachers. On this occasion, one school had requested an emphasis on the country code, while the other wanted an opportunity to study animal legs.

Mrs Pimley works closely with teachers prior to their visit so that activities can be angled to fit in with school work. These can span the curriculum, with specialized facilities such as microscopes, pond-dipping equipment and mammal traps for

science work, and equal scope for maths or crafts projects. Moreover easy access to a wide variety of countryside is complemented by a swimming pool and five-acre grounds.

Apart from encouraging intellectual and physical development, Kingswood also broadens the children's social

clothes. Gently his teacher suggested he would be rather hot.

"Of course we are careful never to raise our eyebrows when children have different social habits" says Mrs Boffey. "But even so we believe it is helpful for them to realize what the norm is."



horizons. It is an opportunity to see how others - their teachers included - behave outside school and to stay away from home, for most the first time.

Having installed their riddies in bed, the children I met made a point in telling me with glee they would be sleeping at Kingswood.

At bedtime I noticed that one little boy, obviously unaccustomed to his large pair of brand new pyjamas, proceeded to don them over his other

Over the years, only 12 children have had to leave early through homesickness. Even three-year-olds seem to take it in their stride.

Pretty bedcovers and walls adorned with pictures make the dormitories look gay and cosy; staff can sleep in adjacent single rooms, though most choose the dormitory life. Elsewhere it is a typical primary school with open plan classrooms, a small music room/library and large hall equipped for gym and games.

Prior to their visit, it is as important to prepare the parents as the children themselves. When a high proportion of mothers do not speak English, as at Christ Church, explanation and reassurance are not always easy. So no child need be deterred, the Centre keeps ample supplies of everything from toothbrushes to woolly hats; there is of course no charge.

Staff too find Kingswood a useful opportunity to talk to colleagues, particularly after their wards are tucked up in bed. Indeed the idea of joint visits is one that Assistant Education Officer Don Nixon, who has responsibility for the Centre, is particularly keen to foster.

As part of Wolverhampton's multicultural programme he has begun positively to twin schools with different ethnic backgrounds and social classes. Interestingly several schools now carry on these links themselves, arranging exchanges and other communal activities.

"I see increasing potential here for the development of multi-cultural education. And I believe it is essential to form the right attitudes at an early age. If we are ever going to get anywhere along the road to racial harmony", he says.

Mother-tongue teaching is another area in which he hopes the centre will be used. It is also ideal for research into aspects of child development and is already being used for NNEB training by Bilston Community College and also by Wolverhampton Polytechnic's Faculty of Education. In-service teacher training is also being developed.

At weekends it is used by other groups and in the holidays it hosts a holiday scheme for underprivileged local children.

Mr Nixon himself admits to getting the biggest thrill from early morning visits to Kingswood when rabbits scamper in the fields and bring looks of amazement and joy to every small inmate as they wake.

He remembers too with humility walking up to the top of the Wrekin, the local mountain, with a group of five-year-olds. One asked: "Is that the whole world I can see below?"

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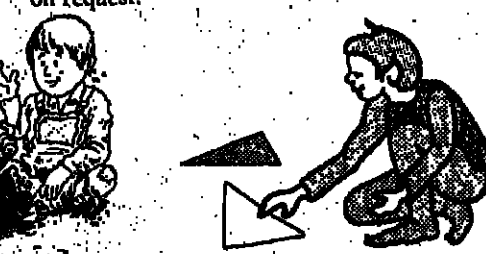
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continued from previous page

ward (Sparrow Books, 1981), but his own books were themselves very successful when a teacher used them with a slow starter in her infants class. After six sessions, the child read his story to his classmates with confidence and satisfaction, and a single copy of one of these books would make a good starting point for anyone wishing to investigate Paired Reading with infants.

Puddle Lane by Sheila McCullagh (Ladybird, 75p per copy) is also designed for parents to use with young children, and is an attempt to combine interesting stories with the format of a picture book. It is a collection of four

levels. At the earlier levels, the story is printed on the left-hand page only, with part of the text used as a caption to an illustration on the facing page. To begin with, the parent will read the story to the child, and then go back to the book talking about the pictures, reading the captions and encouraging the child to join in. The captions become more complex as the series progresses, until at level four the story appears on both sides of the page. The scheme, which is not yet fully published, will be reviewed at a later date, but the volume of Ladybird's sales, and the book's reasonable price, make *Puddle Lane* an important addition to the information available

to parents. *Puddle Lane* is not Paired Reading, but it is part of a major re-orientation of professional practice towards the development of broader participation by parents and the community in the education of children. In this context, the technique is no longer a psychological dream but an addition to the resources available to teachers, to be used where it is appropriate and helpful to children rather than cultivated as an end in itself.

Further details on Paired Reading can be obtained from Keith Topping, Kirlees Metropolitan Council, Old Gate House, 2 Old Gate, Huddersfield HD1 6QJ.

Christine M. Povey

EXTRA

Say no to blanchmange

Myra Barrs on bridging the gap between picture books and novels

There are, I suppose, hopeful and positive things to be said about the minor avalanche of small hardback books for "newly independent readers" that has fallen on me this week. It shows that there is a growing demand for real books for this age group, in school as well as out, and that publishers are really trying to meet this demand. But the problem that has always been apparent in the Antelope and Gazelle lists (brand leaders in this area of publishing) continues to be a problem - how to find short books that are simple enough for young readers beginning to read independently, and that are interesting enough for them to want to be bothered with.

It is disturbing to reflect that this is an area of the children's books market which has never been particularly exciting. No big names are associated with writing for this age group. Picture books for younger readers proliferate, and are rich in good stories, with, of course, the added resonance of illustration. Competent older readers who can work their way through the paperback children's lists are crammed with good things. But writing real stories for the in-betweeners seems to be a tough

assignment and few books in the present batch measure up to the acid test - that they should be re-readable.

What's more the "implied readers" in these books seem to have regressed from the early readers who cut their teeth on Picture Puffins. Rosemary Wells, Maurice Sendak, Michael Foreman and Pat Hutchins (to name some of the competition) offer books with depth, irony, and with real implications to them. Folk tales and fairy tales, similarly, provide strong narrative shapes, powerful emotions, and large subjects. By contrast, the dull and cosy realism of many of these little stories seems trivial. They are books that talk down to children. Over conscious of young reader's youth, they do not expect enough of them as readers, and concoct for them thin unconvincing little tales that are like a diet of pink blanchmange - nothing sharp, nothing crunchy.

Domestic dramas are the backbone of the Antelope and Gazelle series from Hamish Hamilton. The social world of these series is still white suburban, even though some of the books in this batch do acknowledge the existence of working mothers, council

housing, adventure playgrounds and even a miners' strike. The first four Gazelle titles (£1.95 each) are all simple stories of families and friends. In *The Rag Bag* by Anne Hargrave, a grandmother's precious bag of patchwork pieces goes missing. *No Swimming for Sam* is about the clumsiest person in the class saving a child's life; in *Too Loud, Laura* by Kate Dawson, Laura tries, and fails, to "play quietly"; while *Robin and Rob* by Christopher White is the story of mourning an old dog and finding a new puppy. All of these stories are gently and simply told, but all lack the narrative energy that would be needed to make them in any way memorable.

Rosabel in Disguise by John Escott has a genuinely amusing basic situation - Rosabel borrows her mother's theatrical wig and convinces at least two people that she's a grown-up. But a fantasy Gazelle by Ann Ruffell, *Too Small*, has only whimsy to draw on, and this story of a small giant who succeeds in ending Giantland's bad weather is like Enid Blyton on an off day.

Antelopes (£2.75 each) have more words and a less constraining format



One of André Amstutz's illustrations from *Who's a Clever Girl, Then* by Rose Impey

than Gazelles, and are consequently more satisfying. *The Spiffy Secret* and *The Wedding Day Scramble* are both stories with Scottish settings by Ann Forsyth, and in both books the main characters get themselves into trouble by showing off to their school friends. The problem of facing up to your own mistakes is thoughtfully handled in these well-paced stories. *Radio Detective* by John Escott, also has enough plot interest to keep a reader going, and this story of a persistent young investigator from a local radio station introduces some basic elements of detective fiction. *The Black Sand Miners* by Ann Ruffell, a story of a miners' strike and the subsequent competition for sea-coal, has enough reality in it to bite on. This is more than can be said for *Triumphant from Space* by Brian Ball, which a young alien who is doing a project on Earth turns up in the school playground. Too much forced humour blunts this basically good idea. The same is true of *Butterfingers* by Malcolm Carrick. Much of the humour here comes from bowls of Jelly and pots of paint landing on people's heads - but slapstick doesn't work so well on paper.

Julia MacRae's Blackbird books and Reading books (at £2.95 and £3.50) have some of the stronger titles in this field. *The Nearly Terrible Birthday* by Della Huddy, about a child's world turned upside down by a mother's accident, has a realistic imagination behind it. Everything in this situation seems strange to Minty, even down to the fact that the house next door, where she has to spend one night, has everything the wrong way round. *Fiona Finds her Tongue* by Diana Hendry, is about a child who is a chatterbox at home but mute with shyness outside. The slightly sentimental story of her first day at school has her befriending a Vietnamese boy who also has to "learn to speak" in this context. *The Meeting Post* by Leo Kingman, is about going to school for the first time too, but Matt lives in the Lapland tundra, and the last stage of his journey home for Christmas is in a reindeer-drawn sledge. This short book gives some idea of life in the frozen solitude above the Arctic Circle. *Getting Granny's Glasses* by Ruskin Bond, on the other hand, is set in the foothills of the Himalayas, and is the story of a journey through that landscape to the big town where the eye hospital is.

Matter-of-fact fantasy is the prevailing note in *The Little Dreammaker* by Eleanor Farjeon (in book form). Here is a thoroughly accomplished, light-fingered storyteller stitching together a neat variation on the Cinderella theme. It's a pleasure to see this kind of talent at work, despite the fact that this is a story mostly about frocks. Judith Stinton's *The Apple Tree* *Man* is a satirical little tale of a wicked uncle, a family cheated of inheritance, a buried treasure and a talking apple tree. Everything turns out as it should in this story with an apple-sharp bite to it.

Finally in this series, *The Shape Changer* by Julian Atterton, is a fine short novel set on the Yorkshire moors at the time of the Vikings, and is a story about a valley under a curse, and a battle with an enemy that can change its shape at will. All of this is kept in check by a plain narrative style that enhances the story.

Popovers (£3.95 each), offers two witch stories, *Fanny Witch* and *Boonswitch* by Jeremy Strong and *Fluffy Witch* by Robina Beckles Wilson, both featuring comic cosy witches, and both instantly forgettable. Baker's Geraldine Kaye's *The Biggest Boy in the World* where rival gangs go in for a bonfire building competition - this is a story that cracks along until the final blaze.

Piccadilly Press (approx £4.95 each) joins in with two titles by Terence Dicks, who writes the Dr Who books. *Ask Oliver* is again junior detective fiction, who stole the Christmas money from Gupta's father's mini-market? Enter T.R. is a talking teddybear story. Setting out to capture the Paddington market perhaps, this is obviously the first of several books about a fast-witted American bear. *Kestrel Kites* (£3.95 each), from Viking Kestrel, are a new venture, but fail to make much of a mark with these first two titles. Tony Bradman's *One Nil* is a fairly predictable story of a boy who plays football in order to watch the England team training, and will really only appeal to the football mad. *The Ghost at No 13*, by Gyles Brandreth, has a good idea for a book in it but is marred by heavy humour. (This is a hazard generally - humour in children's books can easily become too facetious, like a hearty uncle at a birthday party).

The most exciting newcomers to this market are unquestionably Banana Books from Heinemann (1.95 each). They succeed by being not at all cosy, and by going for excellent authors. (The banana-yellow books, with coloured illustrations, are made to look good, too).

Storm, by Kevin Crossley-Holland is a neat ghost story which, within a reassuring framework, created a just sufficient chill. The quality of this narrative is characteristic of the series. The writers represented here all seem to have enjoyed the challenge of writing to a very short length. Each book is about three thousand words long, which means that they can easily be read as a whole at one sitting, and are really suited to reading aloud.

Scarey Cat is a modest school story by Anne Fine which turns on one girl's squeamishness about the things most of her classmates enjoy - ghosts in horror, and gore. The little girl in *Who's a Clever Girl, Then* by Rose Impey, has a stronger stomach, and well developed managerial skills, and ends up directing the activities of a bunch of old-fashioned pirates, and bossing them into making a raid on her primary school (where they are nearly routed by the school secretary).

In *Lightning Fred* by Dick King-Smith, the family tortoise, Fred, is struck by lightning and turns into a powerful generator, able to pass on his supercharge so effectively that Digby can use it to win the under-ten foot can use it to win the under-ten foot metre race. Physics and magic are also equated in *Imp* by Marjorie Dacres, an electronic version of the genie in the bottle story, where a girl's calculator suddenly starts transmitting SOS (or SOS) messages.

Bananas do seem to be about now, not yet in some remote hinterland of children's fiction. They are small and pocketable (even for small pockets). If they can continue to match up to the standard of these early titles they will like becoming part of the staple diet of many young readers.

EXTRA

Bridge building

"It's only in secondary schools, isn't it?"

A reply to my question, "What do you think of CDT?" Better than I expected. Some primary teachers would not know what CDT stood for; Craft, Design and Technology is an area of the curriculum largely ignored or seen as yet another item stuffed into an already bulging curriculum bag.

Why is this? Is it a valid response? Do primary schools need CDT? If they are to have a balanced curriculum?

The development of CDT has brought about a strange educational paradox; in the secondary sector it has synthesized what were previously seen as discrete curriculum elements while in the primary schools it has separated here but through discussion and by confronting the immediate technical problems as they occur. I have always found that, with the exception of the most able and oldest pupils, the producing of a design brief is fraught with problems. Young children have not usually reached the stage of thinking where they can visualize an end product and successfully predict the outcome of a design.

I am well aware of the theoretical answer to this - the one about giving children an awareness of the need to adjust and modify designs at crucial points - but the skills of evaluation, prediction and synthesis are of a high order and frequently, in the CDT context, inappropriate to the infant/middle school range.

This does not mean that pupils cannot successfully develop their skills, but it is the level at which they are able to carry them out that casts doubt upon the CDT model. The two approaches to a practical example like "bridge building" serve to illustrate this point.

In the first instance children are asked to design a bridge which is capable of carrying a specified load

tions based upon meaningful problem-solving and the use of art and craft as a means of communicating some of the basic ideas of design and construction.

The design element is certainly not so inherent in primary schools. It is there but one would see its definition as being much broader than in the "D" of CDT. If a child is asked to build a particular construction out of Lego, is she designing? Has a robot built from scraps of metal, wood, boxes, etc. been designed? "Probably not", would be my answer. This sort of work is part of a process, developmentally planned, which allows young children to explore the physical world, make mistakes and learn from their experiences. "Designing" is present here but through discussion and by confronting the immediate technical problems as they occur. I have always found that, with the exception of the most able and oldest pupils, the producing of a design brief is fraught with problems. Young children have not usually reached the stage of thinking where they can visualize an end product and successfully predict the outcome of a design.

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In the first instance children are asked to design a bridge which is capable of carrying a specified load

and given a range of materials to try and execute their design. For many primary school children this can be a near impossible task; considerable teacher in-put is often required and designs invariably end up in the bin, as card, glue and wood conglomerate into something resembling a pontoon with bits on the end. This, of course, can be a productive approach to exploring the properties of various materials, to solving problems relating to shape and strength and to helping children discuss and work together; but I doubt whether it is CDT.

A second approach might be to go and visit a local bridge, sketch it carefully, photograph it, look at the materials used in its construction and discuss its slant, dimensions and qualities with the teacher. Back in the classroom groups set about trying to construct a model based upon the bridge. The key difference in the two approaches is not in decision-making, choosing appropriate materials, problem-solving or social development through group work in craft, neither is it technological skills. It is in design. Here the children are working and learning from a proven model which they know functions successfully and so the abstract and practical framework has been defined for them while allowing them the freedom to create their own end-products.

I have always considered that moving from the known to the unknown is a sound maxim in education and it is only when children have acquired a wide range of skills and concepts that they can happily and fruitfully take on more abstract aspects of the curriculum. Once work on real bridges has been completed some children may be equipped to move on to working purposefully on experimental bridges. But surely the order in which these activities are done is self-evident.

David Playfoot

Poetry please

Dragon's Smoke and *A Shooting Star - Poetry Anthologies 1 and 2*. Collected by Wes Magee. Blackwell £2.25 each 0 631 90009 8 and 0 631 90011 X. Alternative editions: Hardback 0 631 14071 9 and 0 631 14072.

What a lot of nonsense! Collected by John Foster. Robert Royce £6.95 0 947728 06 6. £3.95 0 947728 11 2.

Poems in my Head: Books A and B. By Les Baynton. Hulton £2.25 each 0 7175 1150 2 and 0 7175 1153 7.

Dragon's Smoke is the first in a graded series of four collections of poems for primary schools. The contents are sparkling with humour, delight in sound, strong rhythms and repetitions. Simple line drawings illuminate the pages. Many of the poems invite dramatic readings and lend themselves to more than a single voice, something to value when it comes to sharing and presenting. It will appeal particularly to the infant group - definitely a book to have around.

The selection of poems in *A Shooting Star*, the second in this series, is more earnest ("One Parent Family", "Harry Pushed Her") and cleverness replaces exuberance in much of the humour. The illustrations have become more dramatic but they are messy and often either distracting or pointless. But this book too has qualities: the series is promising and both the present volumes are worth having.

As a collection to dip into John Foster's *What a lot of nonsense!* is good fun and will probably be heavily used. (An explorer named Mortimer Craft.

While in Africa ate spiced giraffe. The effect of this food Was a sound deep and rude And green flames that shot out fore and aft.)

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Brian Merrick

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Freeport this form to: Ann Tomkins, Oxford University Press, Educational Marketing Department, Walton Street, FREEPOST, Oxford OX2 6BR (No stamp needed in the UK.)

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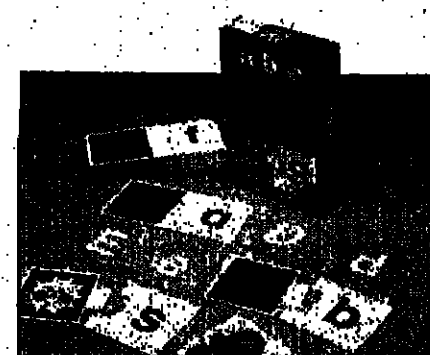
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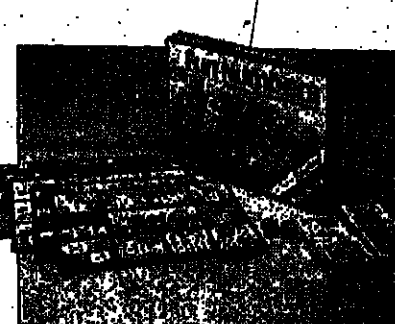


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An introduction to the alphabet, the ABC game encourages children 3-8 years to identify lower and upper case letters, and learn that sounds are represented by the first letters plus much more!

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Ravensburger Games - Learning at play.

For further information, write to: The Fisher-Price Play Advisory Service 50 Upper Brook Street, London W1Y 1PG

Designed by Ravensburger

EXTRA

Sounds of success

Bangers and Mash Teachers' Book
Price £4.30
Spiralmasters
Price £17.50 + VAT
Longman House, Burnt Mill, Harlow,
Essex CM20 2JE.
Sounds, Patterns and Words 1-4
Price £3.50 pack of 5 x one title
Holmes McDougall Ltd, Allender
House, 137-141 Leith Walk, Edin-
burgh EH6 8NS.
Childcraft Speaks for Itself
Price £12.50 to previous purchasers of
Childcraft; free to new purchasers
World Book-Childcraft International
Inc, Canterbury House, Sydenham
Road, Croydon CR9 2LR.

News for Bangers and Mash fans.
Teacher Betty Hill has produced two
items to accompany Paul Groves's 32
marvellous Bangers and Mash books
which are so wittily illustrated by
Edward McLachlan.

The A4-size Teachers' Book con-
sists mainly of pull-out grids and
accompanying instructions to make up

10 games for practice of word matching
and word recognition skills. Several of
the games are adapted from ideas with
which many teachers will already be
familiar - track games, fishing, lotto/
bingo, but this does not lessen their
value or use. The bold black and white
illustrations are good and contain the
odd gem, such as Mrs Snitchnose
making a gleeful parachute descent.
(Snitchnose fanatics will enjoy this
one.)

Also included is a pattern for mak-
ing a Bangers/Mash glove puppet and a
useful score and sequence chart of all
the Bangers and Mash materials. In
all, this is an extremely useful book
and excellent value for money.

The 40 Bangers and Mash *Spiralmas-
ters* are in three sections. There are 10
labelled character outlines with sug-
gestions for use, 18 comprehension

sheets (one for each of the main story
books) and 12 sheets for sentence
development to accompany Books 1-
8. The latter provide vocabulary to
help children make up either their own
sentences or the ones suggested in the
teachers' notes. All those teachers who
have seen grins on the faces of all those
children who read Bangers and Mash
will be delighted to see this new
material.

The more traditionally presented
Sounds, Patterns and Words consists of
four, 33-page expendable workbooks,
which are intended to provide a struc-
tured approach to phonics and spell-
ing. Aimed at the 7-11 age range, each
page of these workbooks concentrates
on one letter pattern and, as the title
implies, these are groups of letters
having a similar pronunciation.
The routine is the same on each

page: making words from the given
letter combinations, choosing the
appropriate words to label pictures,
sentence completion and matching
target words with definitions. Check-
up pages are featured at the end of
each workbook for revision purposes.

There is plenty to keep children
occupied on each page and while some
may question the validity of such
exercises, many teachers will find that,
used with discretion, these workbooks
can provide a useful adjunct to their
phonics programmes.

Childcraft Speaks for Itself is a set of
three tapes to accompany *Childcraft*,
the How and Why Library. Tapes two
and three consist of poems, stories and
non-fiction extracts from the books
being read aloud with easy profession-
al skill by Pauline Collins and Jon
Pertwee. In contrast, the speaker's

rate of delivery and pitch on tape one
at first intruded on the message as far
as this pair of ears was concerned. That
said, the content is very good.

In two talks to parent purchasers of
Childcraft, Marie Barrett gives sound
advice on both child development and
using the books. She gives continued
emphasis on the need to share books
with children (starting with reading
poems to three-month old babies)
coupled with the unusual plea to
parents to observe their children's
need to be alone, to respect their
privacy and concentration and to learn
to stand back when necessary. There
are further sensible pieces of advice
such as, "Don't let the tapes become a
mechanical babysitter, they need to be
shared".

Inevitably perhaps, a slight raising
of the anxiety levels could occur with
some parents on first listening to tape
one but, guided by Marie Barrett, their
investment of £20 for the 15 volumes
of *Childcraft* for their children would
undoubtedly pay dividends.

Wendy Body

Play the game

The Art of Play
Published by Community Service
Volunteers and Educational Re-
sources for Art Education
£8.00 plus £1.18 p&p

This is a self-consciously multicultural
production which has the aim of pre-
serving playthings and play activities
from all over the world in a way which
enables children to see the universal
nature of "play" and the rich diversity
of playthings in various cultures. It
consists of information sheets, activity
sheets, posters and introductory activi-
ties, as well as a booklet of "Notes for
Tutors".

There are four main sections - Kites,
Sound Making Objects, Playing Cards
and Rolls - "Kites" for instance con-
tains eight information sheets includ-
ing "Origins of Kites", "How Kites
Fly" and descriptions of kites from
various cultures. There are ten activity

sheets, each showing how to make or
decorate particular kinds of kite, and
an A2 poster. In general, the work-
sheets are monochrome and the pos-
ters are in colour.

There is a lot of material here for the
money, and an imaginative teacher
will be able to use it in a wide variety of
ways with most junior and secondary
age groups - as the basis of a project,
as support material for other projects,
even as supplementary work for what
may be an ostensibly formal and
prescriptive syllabus in history or
geography.

The materials are well produced and
printed and the whole pack is very
attractive. At the price, it is difficult to
see how a school would fail to make
use of it somewhere in its work, and
there will be many teachers who will
want to make it into a major project.

Gerald Haigh

Reading friends

Wide Range Starters. By Phyllis
Flowerdew. Green Book 1, Red Book 1,
Blue Book 1, £1.20 each. Blue Book 2,
Green Book 2, Red Book 2, £1.45 each.
Wide Range Readers. By F J Schenell
and Phyllis Flowerdew. Blue, Green
and Red Series. Books 1-3 £2.05 each;
Books 4-6 £2.35 each.
Wide Range Reading Index. £1.20. 005
03817 6.

Oliver and Boyd. By Peter C
Hassell. Twin Talk, 0 423 51430 X;
Changing Books, 51440 7; No School
Today, 51460 1; Home in Bed, 51450 4.
Methuen £1.50 each.

Red Nose Readers. By Allan Ahlberg.
Make a Face, 0 7445 0252 7; Bear's
Birthday, 0255 1.

Walker Books. £1.95 each.
Duncan Dragon Extension Readers. By
A E and R E Tansley.
Hulton. Complete set of 15 readers
£7.45. 0 7175 1363 7.

Early Hummingbirds. By Sheila
McCallagh. Miranda and the Magic
Mixture, 0 00 313033 7; The Witch's
Cat, 313004 5; The Golden Chain,
313005 3; Adventure in the Night,
313007 X.
Collins Educational £1.60 each.

7½-8, Book 2: 8-8½, Book 3 and so
on) because, of course, reading isn't
like that. But Phyllis and Fred have
dug up some cracking stories, and
several appear for the first time in this
new edition. The *Wide Range Reading
Index* is also an excellent idea, enab-
ling children to look up subjects written
about in the readers - useful when
planning topic work, for example.

Next Door Books are for early and
supplementary reading, and show
"children from different ethnic back-
grounds in familiar day to day situa-
tions". Full-page colour photographs
alternate with pages of simple text that
carry a straightforward but worthwhile
storyline, providing valuable insights
into how children live away from
school. Thus in *Home in Bed*, Amanda



lift off!

From *Make a Face*

and Sophie visit Fazana who is ill,
taking with them cards from her
schoolfriends, one card thoughtfully
written in Urdu so that Fazana's
parents can read it. Fazana's father
sends a thank you note back, written in
Urdu, and we see it in the photograph.
No School Today tells of Claire spend-
ing the day with Lorrelle at her home,
where she enjoys eating cooked plan-
tains, "a bit like fried bananas", Claire
discovers. No message is proclaimed in
these gentle stories, no cranking ex-
planations of things that might be
unfamiliar. Our differences are
accepted, and become things to be
grateful for. Highly recommended.

Will Harris

Hurricane, whirlwind, tornado

Your Geography. By Bill Boyle.
Longman Book A 0382 18799 0 Book
B 0382 18800 8 £2.95 each.

This jargon-free, somewhat derivative, set
of books has been designed to provide
a basic course in geographical skills
and knowledge for primary and middle
schools. Each book has been divided
into six eight-page sections, each of
which the author suggests could form
half a term's work.

"Learning through practical experi-
ence" as well as through reading is
encouraged, and the course progresses
from the immediate environment,
which the pupil knows and is easily
able to explore, outwards to world
geographical features. The nature of
this progression is not immediately
apparent, since some topics contain
little work of material of a local nature;
while the last chapter of Book B is
headed "Our Environment".

In the choice of topics follows
traditional lines: water, weather, land,
vegetation, man, work, industry and
cities, services, agriculture.

mountains and the environment. Both
books are printed in full colour and are
immediately attractive to the eye.

The author has crammed a wide
range of material on to each page with
pictures, maps, diagrams, giving an
impressive impression of variety and
colour. Unfortunately scope and
coverage gain at the expense of detail
and adequate explanation. Many
topics are covered in only the briefest
outline with the result that teachers
who use these books in class will have
to support them with written materials
from other sources. There just isn't
space available in 48 short pages to
make a kaleidoscope of interesting
information, yet give children the
information they need to complete and
understand the assignments set and the
activities suggested.

For instance, the Book B topic on
map-making begins with a metric map
of Greater and metric measurements
followed by a map of the world. The
text is repeated here, for no obvious
reason, and is set on a map of
the world.

Each of the *Early Hummingbirds*
books contains one story, as the *Dun-
can* books do, but the stories are much
better written and worth reading. The
ones I have seen are fantasies, and
perhaps rather predictable; but the
books try hard to steer clear of the
Rondel image, and would succeed
completely here for the covers, which
give the game away. If you're despo-
rate for early Readers you won't go
wrong with these; but, like the *Wide
Range* series, they are good enough to
fit into any school library.

These books are better treated as
work books rather than as main course
texts. There is no denying that children
will find them fun with their comic
characters, games, pictorial cross-
words and jigsaw diagrams (Dan Druff
the hairdresser, Chippe and Scratchit
removals), even if they are juxtaposed
with the rather more mundane un-
jumbling of words, filling-in of blanks
and the occasionally vague blanket
instruction "find out all you can
about these: hurricane, whirlwind,
tornado".

Philip Sauvain

EXTRA

Curriculum questions

**The Quality of Pupil Learning Experi-
ences.** By Neville Bennett and Charles
Deafor.

Lawrence Erlbaum Associates Ltd,
Chancery House, 319 City Road, Lon-
don EC1V 1JJ. £9.95. 0 86377 010 X.
£4.95. 011 8.

**Developing the Primary School Curri-
culum.** By R J Campbell.
Holt Saunders £5.95. 0 03 91058 9.

*The Quality of Pupil Learning Experi-
ences* is the result of a major research
project subsequently used to design an
in-service course for the training of
teachers. The book examines the
learning environments provided by
sixteen able teachers of six and seven-
year-old children in a sample of En-
glish primary schools. It includes de-
tailed case studies and descriptive
tables.

The whole classroom task is ex-
amined: its planning and presentation,
curriculum content, appropriateness
to the children's attainments, intellec-
tual demands made on children, con-
tinuity across change of school, the
nature of teachers' expectations, di-
agnoses of children's work, and class-
room management strategies. The
breadth, structure and coherence of
the curriculum in language and
mathematics are subjected to analysis.

Pupils' long-term learning processes
were examined in detail in 1978, in a
rare study by the American psycholo-
gist, Donald Norman. His model was
used as a classification system for the
classroom tasks examined in this re-
search. Norman claims that "mean-
ingful learning proceeds by integration of
new information with relevant avail-
able schemes". This may seem obvious
enough, but these case studies show
that even good teachers can have a
false impression of the skills in a child's
repertoire, and of a child's achieve-
ments. Of the schools involved in this
study, in both number and language,
high attainers were underestimated on
41 per cent of tasks assigned to them.
Low attainers were overestimated on
44 per cent of their tasks.

The subjects aimed reflect the under-
lying problem of even the most able
teacher: how to provide a satisfactory
learning environment for children of
mixed ability in under-resourced,
over-large primary school classes.
Although at first glance a somewhat
formidable tome, this book deserves
closer inspection. Both students and
teachers could use the detailed case-

studies as a pointer for uncovering
weaknesses in their own classroom
practice. Some may well recognize
themselves.

The changing role of the class
teacher and curriculum post-holder is
analysed in R J Campbell's *Developing
the Primary School Curriculum*. The
book is in three sections. The first
includes an analysis of the political
context of curriculum development,
from the child-centred approach of the
Sixties ("Happiness is a curriculum")
to the 1984 DES 5-16
study. Between the two, the book
Cockcroft and the 1978 Primary Sur-
vey calling for greater accountability
and through-school continuity. With
specific duties in sharper focus, the
curriculum post-holder is now a major
figure in the national effort to protect
and renew the primary school curri-
culum.

The second part of the book gives
empirical evidence of case work in
social studies, language and science.
Campbell discusses the range of skills
expected in current post-holders in 10
school-based curriculum development
programmes. There are useful mar-

kers like a review of existing practice
and planning procedures, and guide-
lines to creating an agreed framework
with available resources. Relevant
DES publications and APU reports
are recommended.

The third, and to me the most
exciting section, challenges the power-
ful traditions of the head as responsible
for curriculum, and the autonomy of
class teachers. This is a move away
from the intellectual isolation of pri-
mary school classrooms and a return to
the professional solidarity of Rudolf
Steiner's collegial approach. It is also a
move away from development along
children's emotional needs, towards a
focus on teachers, in a society of
scholars "equal in status and common
purpose, but with distinctly different
knowledge".

The book is the result of extensive
research and observation. It is in-
formative and well presented, with
clear chapter headings and appen-
dices. Student teachers, college of
education lecturers, and even the men
from the ministry should read it, then,
perhaps the next DES publication
might have more than what Campbell
calls the three "bland and cursory"
paragraphs relating to the primary
sector, of the 1984 survey.

Suzanne Hewitt

Bronto leads the way

Tables in Context. By Patricia West-
moreland.
Edward Arnold £1.75.

Maths Plus. By Paul Harling.
Ward Lock Educational Inspection
packs £4.95 each containing four
books and teacher's guide.

Peak Mathematics Junior Handbook 2.
By Alan Brighouse, David Godber and
Peter Patila.
Nelson £7.95.

Bronto Books Set E. By Pauline Burke
and Eric Albany.
Longman £3.50 (set of four books).

Tables in Context is an attractive
32-page topic book, providing exer-
cises in which multiplication is carried

out in a variety of contexts. For
example, there is Will Higgins' spon-
sor sheet. Will has completed nine
laps. The sheet shows how many pence
per lap each sponsor has promised and
the pupil has to fill in how much each
sponsor must pay. Thus pupils learn
multiplication "facts" as well as how
to apply their knowledge.

Maths Plus is a useful series for the
seven to ten age range. The titles
reviewed are *Length, Area, Multi-
plying and Dividing, and Adding and
Subtracting*, though the full series
contains about 14 topics, each catered
for by two 24-page books, one
"easier", the other "harder". The
books contain a variety of exercises,

including a sprinkling of puzzles and
practical tasks, and can be used flexi-
bly alongside other resources.

*The Peak Mathematics Teacher's
Guides* for seven to eleven-year-olds
were originally rather brief, with just a
few words about each group of pages in
the pupils' books. The new *Junior
Handbooks* are a great improvement.
The first part discusses the pupils'
pages in a little more detail than in the
old *Guides*, and the substantial second
part describes activities for the
appropriate topic areas. It does not try
to provide a full curriculum guide, but
lists a number of practical and useful
activities. The standard of presenta-
tion is very high, using colour illustra-

tions and clear diagrams.
Bronto Books were originally de-
veloped along with the *Nuffield 5-11
Scheme*, for five to seven-year-olds.
However, they have developed some-
thing of a life of their own now since
they can be used independently. They
are written and presented in the style
of reading books. This latest set of four
is for older infants, and helps with both
mathematics and mathematics lan-
guage. In *Mini's Log Cabin* measuring
patchwork patterns is introduced; Tal-
ly Bronto and Bronto's Moneybox
include number work. In each, the
ideas are embedded in delightful
stories.

Andrew Rothery

Gerald Haigh

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suggestions for classroom activities and topic work.

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Exploring Religion ☐ Evaluation Pack 2427 8 ☐ Set of six 2544 4

Name _____ School _____ Address _____

EXTRA

A song for every occasion

The Oxford Nursery Songbook. By Percy Buck and Jean Gilhert. Oxford University Press £3.95. 019 330193 8.

Dancing Games for Children of all ages. By Esther Nelson. Sterling Publishing Company £5.95. 0 8049 7818 X.

A Sings of Songs. Selected by June Epstein. A & C Black £6.95. 0 7136 2410 8.

Count me In. 0 7136 2676 3.

Sing the Christmas Story. Edited by Barrie Carson Turner. Ward Lock Educational £6.95. 0 7062 4606 3.

Mrs Macaroni. Songs and activities for children by June Thiman. Macmillan Education £5.95.

Peace on Earth. By Sue and Tony Norwood. Acorn Music £5. Cassette £5.

The first edition of *The Oxford Nursery Song Book* appeared in 1933. This new edition, which appears with the addition of guitar chords as an alternative to the original piano part, has been redesigned and reillustrated.

The cover has an inviting coloured illustration but those inside are in simple black and white.

It must be quite a dilemma for illustrators of up-dated collections to decide what aspect to capture in the illustration. Do they focus on the original, historical inferences behind the words or do they, as in the first rhyme of this collection, "A Ring-a-Ring-o-Roses", decide to depict a multi-ethnic group of children dancing round in a circle on a pleasant village field? The other interesting dilemma in this collection seems to be the definition of a Nursery Song. There are many of the traditional Nursery Rhymes from "Pop Goes the Weasel" to "Old King Cole" but the collection also includes songs which by their definition are folk songs: "Cockles and Mussels" and "Loch Lomond" and a number of French songs such as

"Savez-vous planter les choux" and "J'ai du bon tabac".

I would also have reservations about including in a new, reprinted edition such songs as "Polly-Wolly-Doodle" without placing them in their proper context.

The musical arrangements are pleasant, with appropriately straightforward piano accompaniments, though the choice of keys in one or two instances seems high for young children's voices. No tempo guides are given. The choice of guitar chords written above the melodies (in different keys from the original) provides a lower pitch range more appropriate to younger children, though I personally find it musically a little confusing to see the melody written out in B with chords A and E over the top, despite the capo indication.

Dancing Games, an American publication, is a collection of 40 games and dances "for children of all ages". This information could be a little misleading though most of the material seems highly appropriate for younger or primary aged children.

The introduction, "Before you begin", contains encouraging advice to all adults—teachers, parents and youth workers. "The dances are an outline for you to build on. Never let a dance or game start and end with that is here." This suggests that the material here must be adapted and modified to suit the users and situations.

The collection encompasses a wide spectrum of material which includes songs such as "Che Che Dance", an African chant, and dances like "The Mexican Hat" and "The American Indian". Some of the dances are singing games and some are presented simply as melodies with piano accompaniments. The song melodies have occasionally unrealistic pitch ranges in terms of young children. "With my hands I clap clap" reaches top F.

Each song/dance is complete with precise, though quite lengthy instructions and contextual information but I found it difficult at times to relate the steps and movements described to the melodies.

Many of the dances contain variations and adaptations for older children, making the book a useful resource which can be used throughout the primary school.

A *Sings of Songs* is an unusual collection of traditional and contemporary Australian songs which "span Australian history". Many of the songs have contextual references which will be very useful, not to say almost essential, for any British teacher using this book either in music lessons or as part of project or topic work in the primary classroom.

The introduction suggests that the piano accompaniments will suit the "not-very-experienced" pianist. I would, however, encourage all teachers to prepare the songs, in particular the accompaniments, very carefully before they present the material to their pupils. The introduction also suggests that the book contains suggestions for simple percussion. This could also be misleading, if one assumes the usual A & C Black standards. The instruments are illustrated with small, poorly defined illustrations (the glockenspiel and recorder being the only suggestions for pitched instruments) with very little guidance or help as to how to use them. It is, however, an interesting if slightly esoteric collection of songs for imaginative and resourceful primary teachers.

The other two collections are, however, in the normal A & C Black mould with their usual high standards of clear, straightforward presentation and well defined selection of songs.

Strawberry Fair is a treasury of traditional British, favourite folk songs with, where appropriate, an historical reference or an explanation of words and phrases from the songs. The pitch range is always well within the capacity of primary children, with suggested guitar chords above the melodies. In this collection, alternative chords for guitar have been printed separately, to the side of the original music. This avoids the musical confusion referred

to in my comments on *The Oxford Nursery Song Book*.

Count Me In is a delightfully refreshing collection for younger children. The links with basic number concepts are well worked out and clearly defined, adding a valuable dimension and purpose to music-making and singing in school. Although simple piano accompaniments are suggested for most of the songs, adults using these with young children will find they are more appropriately presented unaccompanied, especially as in many of the songs you will need your fingers to demonstrate the counting and number bonds. Some of the songs demonstrate further cross-curricular links with additional ideas for art and craft work. The piano accompaniments are simple and in large, easy-to-read print and guitar chords are included. One or two suggestions for simple imaginative percussion accompaniments are also given.

Sing the Christmas Story presents schools with a completely new range of carols, specially commissioned and composed for this collection. The material in the first section of the book is arranged sequentially with linking textual extracts from the familiar Authorised Version of the Bible, and presents a step by step account of the familiar Christmas Story. In containing songs by different composers this collection reflects an interesting variety of styles both in the music and the lyrics, ranging from a number with a "blues" feel, to a straightforward singable round and a relaxed calypso which children always find appealing.

Some of the carols have suggested rhythmic and melodic ostinato-style accompaniments and the pitch range of all the melodies seems to fall sensibly within the capabilities of most junior children. Most of the carols have several verses so, without the help of older children, infants will find these too much to tackle.

The second part consists of eleven new carols, three of which have been composed by young children and two in the unmistakable, singable style of Jan Holdstock. All the illustrations drawn by children reveal their limited

able, naive interpretations of the Christmas Story. The whole collection offers the music-specialist, working in a primary school with a firm Christian bias, the opportunity to take a challenging musical look at the Christmas events.

Mrs Macaroni is a collection of "74 original, traditional and unusual songs from all over the world". These are grouped under six different headings: Basic musical concepts, Chants, People and Places, The Natural World, Action Songs and Travel Songs. Although this is an extensively researched and refreshing collection of material, it is more suitable, I feel, for younger children rather than the wider range of three to nine-year-olds as suggested in the introduction. I do wonder, however, whether it attempts to do too much. A book which incorporates such a wide range of sources and styles, and which also has Teacher's Notes suggesting follow-up work and discussion, as well as musical games, stories, poems and listening material, all printed in very small print below each song, in the end confuses rather than clarifies issues and falls between two stools—that of a music scheme and a potentially carefully researched and well-presented collection of songs.

Peace on Earth gives us eight original Christmas songs written in traditional Western style both in terms of the music and the lyrics. Although the melodic style of many of the numbers has a relaxed, syncopated "up-tempo" feel which may appeal to older juniors some of the lyrics feel stilted and go slow. We're praying for cold, we're praying for snow.

The piano accompaniments will demand the skills of a reasonably proficient pianist and although the production notes suggest that the material can be "produced across the full range of musical complexity" with tuned and untuned percussion specific suggestions for doing this are not outlined here. Perhaps the demonstration tape which accompanies the book gives us further ideas.

Leonora Davies

Number fun

A Way With Maths. By Nigel Langdon and Charles Snape. Cambridge University Press £2.50. 0 521 27833 3.

Maths With a Story. By Shirley Stewart. BBC Publications £4.50. 0 563 21176 8.

Maths With a Story 1 and 2. By Peter Smith. BBC Publications Soft. £10.95 each.

A Way With Maths is stimulating, well written, superbly illustrated and everything that a maths book of this kind should be. Langdon and Snape present the reader (10-11) with a sequence of problems/investigations entirely relevant to children's mathematical development, and the book nicely satisfies points five and six of the new

famous paragraph 243 of Cockcroft. It is Martin Gardner structured for youngsters. But it needs to be backed up by work either directly from the teacher, or from such publications as *SMILE Factor* or *Investigator*, issue 1 of which appears to be derivative of page 24 of this book (or vice versa). In some ways the authors have cheated by taking only the most interesting parts of the necessary maths syllabus (as, indeed, Gardner does with maths in toto), and neglecting the all-important point four of Cockcroft: 243 "consolidation and practice of fundamental skills and routines".

Maths With a Story, a combination of the two existing books for schools, is a monochrome resource book for teachers and parents, containing ideas, activities and worksheets on a wide range of interesting topics for 8 to

12-year-olds. Carefully designed to fit in with the *Maths with a Story* package of BBC radio programmes (available on tape), filmstrips and eight pieces of software for BBC B or Electron, the book is very well written and extremely good value for money. The computer programs are excellent although, inevitably, there are some annoying features. For instance, the BBC logo every time the Memo is called simply wastes time (rather like "The King of the Fairies" at the beginning of "Granny's Garden"). And isn't it time all packages had a simple cross-referencing system from book to software?

Brian Espiner

Charting science

Macmillan Science Wallcharts. Structures and Materials. 0 333 38725 2.

Living Things. 0 333 38722 8. The Cosmos. 0 333 38723 6. Energy. 0 333 38724 4. Macmillan Children's Books. £14.95 each.

With their stunning full colour photographs, informative detailed captions and neat and efficient design, this striking new set of wallcharts should find a ready home in the classroom for use with top primary or middle school pupils.

The most apt colour photographs have been employed, for example the starting photograph of a salmon, curled up in a lifeless heap, "It also sticks hands to teachers" to illustrate "Joining" materials, while, unique photographs of a butterfly in its chrysalis stage, and a flower in its seed stage, are included.

Structures and Materials starts with a split diagram of a building site to show the materials used in the home and school. With charts illustrating the uses of wood, stone, brick, and

minerals, crystals, animal builders, materials used in cars and buildings around the world.

The subject matter of *The Cosmos* should generate a lot of interest in school although the captions do seem to be rather more technical than those in the other charts in the series.

Energy is rather more elementary with charts on fossil fuels, alternative energy, different uses of energy, lighting, saving and measuring energy. It maintains the same high standard as that of the others in the set, although I do feel that the cartoon-type characters in one chart are out of line with the realism which generally prevails.

Users of the West Sussex Science 5-14 scheme "Science Horizons" (published by Macmillan Education) may like to know that a leaflet enclosed with each poster set shows how the wallcharts relate to the books in the scheme. Philip Sautman

PRIMARY DEPUTY HEADSHIPS continued

BROMLEY
LONDON BOROUGH OF
OAK LODGE PRIMARY
CHAMBERLAIN, CRESCENT,
WEST WICKHAM, KENT BR4 4LL

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

The successful applicant will be expected to be responsible for the curriculum development of the school and to have a good understanding of modern primary practice. In-advance details available from 15th November 1988.

ESSEX
ABBOTSWOLD COUNTY
SCHOOL, ABBOTSWOLD, HARLOW CM18 1JL

DEPUTY HEAD, GROUP 4
Required for 14th April 1989.

The successful applicant will be expected to be responsible for the curriculum development of the school and to have a good understanding of modern primary practice. In-advance details available from 15th November 1988.

ESSEX
ELLENHAM C/O PRIMARY
SCHOOL, ELLENHAM, BISHOPS STORTFORD, HERTS

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

The successful applicant will be expected to be responsible for the curriculum development of the school and to have a good understanding of modern primary practice. In-advance details available from 15th November 1988.

ESSEX
JOHN RAY INFANTS
SCHOOL, NOTLEY ROAD, BRAINTREE, ESSEX S27 3DT

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

The successful applicant will be expected to be responsible for the curriculum development of the school and to have a good understanding of modern primary practice. In-advance details available from 15th November 1988.

BROMLEY
LONDON BOROUGH OF
OAKLANDS INFANT
SCHOOL, NORHEADS LANE, BIGGIN HILL, WEATHERHAM, KENT TN16 6AX

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

The successful applicant will be expected to be responsible for the curriculum development of the school and to have a good understanding of modern primary practice. In-advance details available from 15th November 1988.

HERTFORDSHIRE
HUNSDON JUNIOR SCHOOL,
HUNSDON, HERTS. SG8 5JL

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

The successful applicant will be expected to be responsible for the curriculum development of the school and to have a good understanding of modern primary practice. In-advance details available from 15th November 1988.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF
EDUCATION SERVICES,
BIRKBY JUNIOR SCHOOL,
HUNTERFIELD, LEEDS LS28 5JL

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

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BROMLEY
LONDON BOROUGH OF
CUDHAM C/O PRIMARY
SCHOOL, JAIL LANE, BIGGIN HILL, WEATHERHAM, KENT TN16 6AX

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

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OLDHAM
METROPOLITAN BOROUGH
DEPUTY HEAD TEACHER,
ST. AGNES C.E. (AIDED)
PRIMARY SCHOOL,
KNOLLS LANE, OLDHAM OL4 5RU

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

The successful applicant will be expected to be responsible for the curriculum development of the school and to have a good understanding of modern primary practice. In-advance details available from 15th November 1988.

SOMERSET
COUNTY COUNCIL
WEMOND COUNTY
INFANTS' SCHOOL,
Bridgewater (NOR 100)

DEPUTY HEAD TEACHER, GROUP 4
Required for 14th April 1989.

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DEVO
COUNTY COUNCIL
DEPUTY HEAD TEACHER,
GROUP 4
Required for 14th April 1989.

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AVON COUNTY
YEO MOOR JUNIOR
SCHOOL,
KENTWORTH ROAD, CLEVEDON
B82 6JL

DEPUTY HEAD TEACHER, GROUP 4
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AVON COUNTY
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SCHOOL,
KENTWORTH ROAD, CLEVEDON
B82 6JL

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KENTWORTH ROAD, CLEVEDON
B82 6JL

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AVON COUNTY

ST. MARY'S C/O E. E. INFANTS' SCHOOL, BRIDGEMAN PARK, YATE, BRISTOL BS37 5YU

DEPUTY HEAD TEACHER, GROUP 4
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BROMLEY
LONDON BOROUGH OF
PRATTS BOTTOM
SCHOOL, PRATTS BOTTOM, ORLETON, KENT

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BARKING
AND DAGENHAM
LONDON BOROUGH OF
BARKING AND DAGENHAM
GRAFTON JUNIOR SCHOOL,
EASSE, DAGENHAM, ESSEX

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BOLTON
METROPOLITAN BOROUGH
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TEACHERS SCALES
SCHOOL, BOLTON, LANCASHIRE

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BOLTON<

WALTHAM FOREST

**WALTHAM FOREST
AN EQUAL OPPORTUNITY
EMPLOYER**

Mr. LUYEN
Required for January
SCHOOL SENIOR HIGH
SCHOOL FOR GIRLS,
Culworth Road, London
Head: Mrs. C. Brounfi
TEACHER OF MATHE
MATICS SCALE 1 (plus
London and Social P
Alliances) required in
Girls' comprehensive
for pupils aged 14 - 18
(750 on roll) to
Mathematics through
school to all levels of
together with some con
illness.

be possible for the
candidate. Ref. P33/62

WARWICK GIRLS' HIGH SCHOOL
Brooke Road, London E
Head: Mr S. Lawless
PART-TIME TEACHER
MATHS SCALE 1 (plus
London Allowance) res
in this Girls' compreh
school for pupils aged 1
years (420 on roll).
An enthusiastic par
Teacher required to
Mathematics throughou
School. Ref. P84/630

letter of application, C
names and address o
reference to the

WEST SUSSEX
KING'S MANOR SCHOOL
Kingsdon Lane, Shoreham
BN4 6YT
Group 15 mixed 12 - 18
Comprehensive
Required January 1986.
Teacher of Mathematics
The appointment will
be either on a temporary or
permanent basis. A full
detailed description of the

the successful applicant
mination and Sixth

work available.
Applications by letter
the first instance giving
-v. to the Headmaster of
School as soon as possible.
Assistance with removal
resettlement expenses will
be given in approved cases.
90279; 13

WILTSHIRE

**THE JOHN OF GAUNT
SCHOOL**
Wingfield Road,
Trowbridge, Wilts.
1300 pupils 11 - 18 mi
comprehensive school
Headmaster: K.D. Ser
J.P., B.A., F.R.S.A
MATHEMATICS

TEMPORARY

Required for January
temporary teacher
Mathematics for the per
January July 1986. C
able of taking classes to
and CSE level. The Dep
ment has an excellent
cord of results in pu
examinations, and the p
is available for a suita
qualified and experien
candidate. An interest
and an ability to teach
computer literacy to a w
age - and ability to

would be a welcome, not essential, qualification.

Application forms for further details of both post and the school are available from the Headmaster (large S.A. please) at the school. These should be returned as soon as possible. (94220) 1335

1

WILTSHIRE
FEWSEY VALE SCHOOL
Wilcot Road
Fewsey SN9 5EW
Tel: (Marlborough 6248)
11 - 16 Comprehensive -

Headteacher: Mrs. J. ...

Wanted, January 1986, part-time teacher mathematics (.5) to teach throughout the school across the ability range in level and enthusiastic department.

Application forms and further details (a.n.e.) available from the House Teacher. (for attention R. C. Griffin) Jan.

They should be returned with a letter of application.

1511 November, 1981
4192) 13342

**All advertisements
are subject to the**

conditions of

acceptance of Times
Newspapers Ltd,
copies of which are
available on request

Modern Languages

Heads of Department

CAMBRIDGESHIRE
EMPLOYER
CROMWELL COMMUNITY
 11-18 Comprehensive
 Wenny Road, Chatteris,
 Cambs. PE16 6DU
 Tel: Chatteris 2193
 Principal: Mr A.C. Atkins

GROUP 9
 Required for January 1986:
 Experienced, graduate teacher
 to be Head of the Modern
 Languages Department (Scale
 3). This is a developing and
 well equipped department
 with courses established to
 C.S.E. and 'O' level in French
 and Spanish. The Head of De-
 partment would be expected to
 teach both languages.
 Further details and an ap-
 plication form available from
 the Principal at the above
 address. Closing date 15th November
 1985. (94097) 133620

DURHAM
COUNTY COUNCIL
COMPREHENSIVE SCHOOL
 Darlington
 11-18 year
MODERN LAN-
GUAGES Salary Scale 4.
 Experienced teacher required
 to be Head of the Modern
 Languages Department. As soon
 as possible, a teacher to be
 appointed to the post of Head
 of the Department. A contribu-
 tion to the pastoral work of the
 school. Stamped addressed envelope
 for application form and fur-
 ther details to Area Education
 Officer, Darlington, Co. Durham.
 Closing date for receipt of
 applications 15th November,
 1985. (94098) 133618

KIRKLEES
METROPOLITAN COUNCIL
EDUCATION SERVICES
RE-ADVERTISEMENT
RAILWAY SCHOOL
 Field Hill, Batley, West Yorks.
 WF10 7BY
 Required for January 1986 a
 qualified teacher for the post of
 Head of the Modern Languages
 Department. This is a permanent
 post. The successful applicant will
 be responsible for the develop-
 ment of the department and will
 be expected to teach both French
 and Spanish. The successful ap-
 plicant will be expected to con-
 tribute to the pastoral work of the
 school. Stamped addressed envelope
 for application form and fur-
 ther details to Area Education
 Officer, Batley, West Yorks.
 Closing date for receipt of
 applications 15th November,
 1985. (94099) 133618

MID GLAMORGAN
COUNTY COUNCIL
TEACHING STAFF
RE-ADVERTISEMENT
PEN Y DRE HIGH SCHOOL
 Pen-y-dre, Llanidloes, Powys
 SY23 3JL
 Required for January 1986 a
 qualified teacher for the post of
 Head of the Modern Languages
 Department. This is a permanent
 post. The successful applicant will
 be responsible for the develop-
 ment of the department and will
 be expected to teach both French
 and Spanish. The successful ap-
 plicant will be expected to con-
 tribute to the pastoral work of the
 school. Stamped addressed envelope
 for application form and fur-
 ther details to Area Education
 Officer, Llanidloes, Powys.
 Closing date for receipt of
 applications 15th November,
 1985. (94100) 133618

CAMBRIDGESHIRE
EMPLOYER
CROMWELL COMMUNITY
 11-18 Comprehensive
 Wenny Road, Chatteris,
 Cambs. PE16 6DU
 Tel: Chatteris 2193
 Principal: Mr A.C. Atkins

GROUP 9
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 and Spanish. The Head of De-
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 teach both languages.
 Further details and an ap-
 plication form available from
 the Principal at the above
 address. Closing date 15th November
 1985. (94097) 133620

CORNWALL
EDUCATION COMMITTEE
 There is a Removal Expenses
 Scheme for Teachers taking
 up permanent appointments
 in Cornwall. For details see
 Cornwall Education Committee
 Circular No. 1/85.
PENAR SCHOOL
 Cornhill, Penryn, Cornwall
 TR1 1TN
 Group 9. On or after 1984
 French Scale 1. 1985 a
 French Scale 2. 1986 a
 French Scale 3. 1987 a
 French Scale 4. 1988 a
 French Scale 5. 1989 a
 French Scale 6. 1990 a
 French Scale 7. 1991 a
 French Scale 8. 1992 a
 French Scale 9. 1993 a
 French Scale 10. 1994 a
 French Scale 11. 1995 a
 French Scale 12. 1996 a
 French Scale 13. 1997 a
 French Scale 14. 1998 a
 French Scale 15. 1999 a
 French Scale 16. 2000 a
 French Scale 17. 2001 a
 French Scale 18. 2002 a
 French Scale 19. 2003 a
 French Scale 20. 2004 a
 French Scale 21. 2005 a
 French Scale 22. 2006 a
 French Scale 23. 2007 a
 French Scale 24. 2008 a
 French Scale 25. 2009 a
 French Scale 26. 2010 a
 French Scale 27. 2011 a
 French Scale 28. 2012 a
 French Scale 29. 2013 a
 French Scale 30. 2014 a
 French Scale 31. 2015 a
 French Scale 32. 2016 a
 French Scale 33. 2017 a
 French Scale 34. 2018 a
 French Scale 35. 2019 a
 French Scale 36. 2020 a
 French Scale 37. 2021 a
 French Scale 38. 2022 a
 French Scale 39. 2023 a
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 French Scale 93. 2077 a
 French Scale 94. 2078 a
 French Scale 95. 2079 a
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SPECIAL EDUCATION
continuedHUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
SPECIAL EDUCATION
continued

DEPUTY HEAD TEACHER
GROUP 115, An enthusiastic and experienced teacher, preferably with a degree or higher qualification, related to teaching of children with severe learning difficulties. The ability to take a major role in the development and implementation of a behaviourally based curriculum is essential. Application forms and further information obtainable from the Head Teacher at the school on receipt of a.s.e.1, to whom completed forms should be returned by 15th November 1985.

All applicants are considered on the basis of their suitability for the job (irrespective of disability, race, creed, sex, age, etc.). Disabled candidates whose applications are accepted will be interviewed by the Head Teacher and a member of the D.T.O. will be interviewed on 15/11/85.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASPDON DIVISION
SPECIAL EDUCATION
continued

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HIGH CLOSE SCHOOL, WOKINGHAM
HEAD OF EDUCATION

(Deputy Principal)
Burnham Deputy Head Teacher 4(S)

To lead an enthusiastic, committed group of teachers who, together with residential and field social workers, consultants and ancillary staff make up a multi-disciplinary team working with the young people at High Close.

As one of the Joint Deputies, to join the Management Team of this residential school for adolescents with educational, emotional and social problems.

Applications are invited for suitably experienced and qualified teachers, preferably with relevant additional qualifications, to take up post as soon as possible.

Barnardo's is a Christian Child Care organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcomed from persons irrespective of disability, marital status, sex or race. Transferable pension.

Applications to: Elwyn Owens, Divisional Director, London Division, Tanners Lane, Barking, Essex. Tel: 0187 0011

Enquiries to: Miss Barbara Way, Principal, Tel: 0734 786767



London Borough

EDUCATION SERVICE
ST ANN'S SCHOOL
Springfield Road, Hanwell, W7 3JP
DEPUTY HEAD TEACHER
Required for January or April 1986

Applications are invited from well qualified and experienced teachers to lead a young and enthusiastic team of staff for this Group 5(S) school for 60 young people with severe learning difficulties aged 14-19 years.

This is an excellent opportunity for a person with imagination and enthusiasm to assist the Headteacher and staff in development relating to curriculum and organisation. This is a demanding post in an Authority committed to maintaining its special schools as a significant response to the special education needs of children throughout the Borough.

If you wish to visit the school before applying please telephone the Headteacher on 01-687 6291.

Salary Deputy Head Teacher Group 5(S) plus London Allowance of £1038.

Application forms and further information available (SAE) from the Head to whom they should be returned by 18 November.

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
EDUCATION SERVICE
SPECIAL EDUCATION
continued

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Previous applicants will be considered but need not re-apply.

We are an Equal Opportunity Employer and welcome applications from candidates of any age, disability, marital status, race or sex.

Scale 2 Posts and above

BIRMINGHAM
CITY COUNCIL
An Equal Opportunity Employer

EDUCATION DEPARTMENT
PERRY COMMON
REAR DIVISION
Perry Common Road,
Edinburgh N25 7AT
Tel: 021-373 4475

Scale 2(a) The successful candidate will have responsibility for the teaching of children with severe learning difficulties within the Secondary Curriculum Resources Centre on the campus of three Special Schools.

Closing date 15th November 1985.

Applications to Mr Grantham, Head of Education, Perry Common Road, Birmingham B25 7AT (04425) 160020

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CAMBRIDGESHIRE
(Equal Opportunity Employer)
CAMBRIDGESHIRE SPECIAL EDUCATION TEAM
VISUALLY IMPAIRED TEAM
continued

DEPUTY HEAD TEACHER
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LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

DEPUTY HEAD TEACHER
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WEST SUSSEX
CATHEDRAL SCHOOL
Cathedral School, Lewes,
Green, Crawley BN1 1JL
Continued

DEPUTY HEAD TEACHER
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BEDFORDSHIRE
SCALE 1 AND 2
Teacher required to join a staff team committed to a policy of continuing education and creative living for young mentally handicapped children. The post involves a high level of responsibility and leadership in the field of continuing education.

Further details and application forms available from: Mr. J. A. Clifton, Bedfordshire Education Authority, Bedford Road, Bedford, Bedfordshire MK43 2JY. Closing date: 2 weeks from publication of this advertisement. Telephone enquiries: 0455 23444. Fax: 0455 23445. (0455) 160020

BIRMINGHAM
QUEEN ALEXANDRA
COLLEGE
Lecturer in Education
Required for further details and application forms

CHESHIRE
EDUCATION COMMITTEE
SCALE 1 + SRA (3 Posts)
1. CHWESSEY SECONDARY
2. CHWESSEY SECONDARY
3. CHWESSEY SECONDARY
Further details and application forms available from: Mr. J. A. Clifton, Bedfordshire Education Authority, Bedford Road, Bedford, Bedfordshire MK43 2JY. Closing date: 2 weeks from publication of this advertisement. Telephone enquiries: 0455 23444. Fax: 0455 23445. (0455) 160020

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3. CHWESSEY SECONDARY
Further details and application forms available from: Mr. J. A. Clifton, Bedfordshire Education Authority, Bedford Road, Bedford, Bedfordshire MK43 2JY. Closing date: 2 weeks from publication of this advertisement. Telephone enquiries: 0455 23444. Fax: 0455 23445. (0455) 160020

CHESHIRE
EDUCATION COMMITTEE
SCALE 1 + SRA (3 Posts)
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INDEPENDENT
EDUCATION
continuedDeputy Headships
Second Masters/
Mistresses

WEST YORKSHIRE

ACKWORTH SCHOOL
Pontefract, West
Yorkshire WF7 7LT

APPOINTMENT OF
DEPUTY HEAD

The Governors invite applications from experienced teachers for appointment as DEPUTY HEAD at this independent, Quaker, co-educational day school for 400 pupils aged 3 to 18 years. The successful candidate will take over the duties in September 1986 upon the retirement of the present Deputy Head after 18 years of service. Successful candidates will be interviewed early in the New Year.

Details of the School and of the post can be obtained by writing to the Secretary, to the Governors, Ackworth School, West Yorkshire WF7 7LT. Applications should be sent to the Secretary by Wednesday, 27th November 1985. (94149) 181012

By Subject Classification

Art and Design

Heads of Department

GLOUCESTERSHIRE

WOLVERHAMPTON SCHOOL
Wolverhampton, Staffs. CV6 8SQ
Head of Department
Required for September 1986. A full-time teacher of Art and Design, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, Wolverhampton, Staffs. CV6 8SQ. (94453) 181224

Other Assistants

EDINBURGH

FETTES COLLEGE
Edinburgh
Required for September 1986 for this co-educational boarding school. A full-time teacher of Art and Design, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, Edinburgh, Staffs. CV6 8SQ. (94453) 181224

Other Assistants

LONDON

LATIMER UPPER SCHOOL
Kings Cross, London WC1R 4EJ
Independent, H.M.C. 1000
boys
Required for January 1986 a full-time teacher of Art and Design, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, Kings Cross, London WC1R 4EJ. (94453) 181224

BISHOP'S STORTFORD
COLLEGE

HOUSEMASTER

Required for September, 1986, a Housemaster for a boarding house of 55 boys (13-18). The vacancy occurs through normal retirement. Teachers of any subject, preferably married and aged under 45, are invited to apply for this rewarding and important post.

Further details may be obtained from Stephen Benson, The Headmaster, Bishop's Stortford College, Bishop's Stortford, Herts CM23 2QZ. Tel: (0279) 57911

Closing date for applications: 23rd November 1985.

SOMERSET

TAUNTON JUNIOR SCHOOL
Stapleford Road, Taunton, Somerset TA1 2BA
145 Boys
Required for April 1986 a teacher to take charge of Art in the school. The school has a wide range of facilities and a possibility of some teaching in Taunton School. A recent purchase of a new room is available and offers scope for imaginative and creative work with games, play production or scenery. Enthusiasm and initiative would be valued. The successful candidate will be a qualified teacher of Art, with a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, Taunton Junior School, Stapleford Road, Taunton, Somerset TA1 2BA. (94453) 181224

Classics

Other Assistants

GO ON A COURSE ABROAD

See Education Course, p. 18

NORTHAMPTONSHIRE

Oundle School

Peterborough

There will be a vacancy in January for a well qualified teacher to teach Latin up to and including 'A' Level. This post will be temporary for the Spring of 1986 only. Accommodation is available to both unmarried and married staff.

Applications, including the names of two referees, should be sent to the Headmaster, Oundle School, Peterborough PE6 4EN. (94453) 181224

Computer Studies

Heads of Department

BRIGHTON

ROSEDALE SCHOOL

Brighton

COMPUTER STUDIES

HEAD OF DEPARTMENT

Required for September 1986 a full-time teacher of Computer Studies, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, Brighton, BN1 2BA. (94453) 181224

Other Assistants

EDINBURGH

FETTES COLLEGE

Edinburgh

COMPUTER STUDIES

HEAD OF DEPARTMENT

Required for September 1986 a full-time teacher of Computer Studies, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, Edinburgh, Staffs. CV6 8SQ. (94453) 181224

Other Assistants

LONDON

LATIMER UPPER SCHOOL

Kings Cross, London WC1R 4EJ

Independent, H.M.C. 1000

boys

Required for January 1986 a full-time teacher of Art and Design, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, Kings Cross, London WC1R 4EJ. (94453) 181224

Other Assistants

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Kings Cross, London WC1R 4EJ

Independent, H.M.C. 1000

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Craft, Design &
Technology

Other Assistants

PERTH

DESIGN/TECHNOLOGY

Required for September 1986 a full-time teacher of Design/Technology, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, Perth, Perth, Perth. (94453) 181224

Other Assistants

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Geography

Other Assistants

LONDON SW1

FRANCIS HOLLAND SCHOOL

London SW1W 8JF

Geography

Required for January 1986 a full-time teacher of Geography, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, London SW1W 8JF. (94453) 181224

Other Assistants

LONDON

THE ITALIA CONTI

London SW1W 8JF

Geography

Required for January 1986 a full-time teacher of Geography, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, London SW1W 8JF. (94453) 181224

Other Assistants

LONDON W6

LONDON ACADEMY STAGE

London W6 8JF

Geography

Required for January 1986 a full-time teacher of Geography, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, London W6 8JF. (94453) 181224

Other Assistants

LONDON

THE ITALIA CONTI

London SW1W 8JF

Geography

Required for January 1986 a full-time teacher of Geography, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School, London SW1W 8JF. (94453) 181224

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Other Assistants

LONDON

THE ITALIA CONTI

London SW1W 8JF

Geography

Required for January 1986 a full-time teacher of Geography, with a wide range of experience and a strong commitment to the subject. Applications with curriculum vitae and names of two referees to the Headmaster, The School,

Applications are invited for the following posts. Appointments to commence on 1st April 1986.

POST 1 LII/Senior Lecturer in Primary Education (Nursery/Infant Years)

Applicants must have graduate and qualified teacher status and some experience of advanced study in Education would be an advantage. Recent successful teaching experience within the 3 to 8 year age range is of prime importance.

The College provides a wide range of curriculum/method and educational studies courses for both initial teacher training and in-service programmes. Candidates are therefore invited to state particular curricula or academic interests in relation to the specified age range.

POST 2 (re-advertisement) LII/Senior Lecturer in the Engineering Aspects of Craft, Design and Technology

The person appointed will join an expanding team of tutors responsible for a wide range of initial teacher training and in-service work in Craft, Design and Technology and for BA courses in Art and Design. He or she will be responsible for developing the engineering design aspects of this integrated area.

Candidates must have graduate and qualified teacher status and practical experience of working engineering materials.

Further information and application forms may be obtained from the Assistant Director (Staffing), Crewe & Alsager College of Higher Education, Alsager ST7 2HL. Closing date for completed applications is Friday 22nd November 1985.

Crewe & Alsager College
of Higher Education

COLLEGES OF FURTHER EDUCATION

continued

EAST SUSSEX

HASTINGS COLLEGE OF ARTS & TECHNOLOGY
Applications are invited for the full time position of **PROFESSIONAL ASSISTANT** in the Adult and Community Education Department. Salary £5,501 to £6,501 commencing 1st January 1986.

For further details and application form apply to the Principal, Hastings College of Arts & Technology, Artery Road, East Sussex TN38 8RX. Tel: Hastings (0424) 433447. Closing date for receipt of forms: Friday November 15th, 1985. 210000

GRAMPAN

**REGIONAL COUNCIL
AREDEEN TECHNICAL COLLEGE**

SENIOR LECTURER II IN CARING STUDIES

Applicants should hold a degree or equivalent relevant qualification. In addition to teaching commitment, they should be responsible for the development of caring courses and associated studies and for supervising students.

The caring courses currently offered are: pre-natal, social care, health studies, nursery nursing, special educational needs, VTS community care.

Applicants must possess a degree or equivalent relevant qualification. In addition to teaching commitment, they should be responsible for the development of caring courses and associated studies and for supervising students.

Salary Scale £10,881 - £12,733 p.a. (1985/86)

Application forms and further details from Director of Education, Grampian Regional Council, Woodhill House, Aberdeen AB9 1LU. Completed applications should be received by Friday 18 November 1985. 220026

**HAVERING
LONDON BOROUGH OF**

HAVERING TECHNICAL COLLEGE

Required as soon as possible.
LECTURER IN DESIGN
Applications are invited for the above post to take charge of the design and design teaching on the BTEC National Diploma in General Art and Design Course. Within the Art and Design Department.

Salary: £5,885 - £12,733 inclusive of London weighting is further increase is pending w/e from 1.12.85.

Please send stamp for further information and application form to the Principal, Arden Road, Havering, Essex RM11 5LL.

Closing date: 15th November 1985.

This vacancy is exempt from the Staff Commissioning Scheme. However, applications from employees of the LBC or HCTC with relevant experience will be welcome. (95595) 220026

Further details and an application form may be obtained from the Principal, Carlisle Technical College, Victoria Place, Carlisle, CA1 1HS and must be returned by 15 November 1985 (a.s.e. please). (7702)

**LECTURER I
In Health Studies**

The applicant will teach on a range of Health Studies and related courses, in particular the NNEB Nursery Nurse programme.

Applicants must possess a Health Visitor's Certificate and have a good range of experience. The ability to offer other subjects in the Nursing area and possession of a Teachers Certificate would be considered an advantage.

Further details and an application form may be obtained from the Principal, Carlisle Technical College, Victoria Place, Carlisle, CA1 1HS and must be returned by 15 November 1985 (a.s.e. please). (7702)

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HEREFORD AND WORCESTER COUNTY COUNCIL

continued

HEREFORD TECHNICAL COLLEGE

DEPARTMENT OF SCIENCE & MATHEMATICS
LECTURER IN SCIENCE
This post is available from 1 January 1986 in a thriving section that offers a range of full-time and part-time courses. Applicants should possess recent science experience and a qualification in modern technology in this field.

Further details relating to this post are available from the Principal, Hereford Technical College, Pelly Lane, Hereford (0432) 267311. Ext. 2011. Please send stamped addressed envelope. Completed applications should be submitted within two weeks of the appearance of this advertisement.

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF MATHEMATICS

LECTURER GRADE I - COMPUTING AND/OR MATHEMATICS

Applications are invited for the above post, which will involve teaching computing and/or mathematics to a wide range of students, from 'O' and 'A' level to BTEC courses.

Applicants must possess a degree or equivalent relevant qualification. In addition to teaching commitment, they should be responsible for the development of computing and/or mathematics courses and associated studies and for supervising students.

Salary: Lecturer Grade I £6,501 to £12,733 p.a. (1985/86) on scale dependent on qualifications and experience.

Further details and an application form can be obtained from the Principal, Worcester Technical College, Parkway, Worcester WR1 2JF, upon receipt of a stamped addressed envelope and reference BM/75B. 220026 (95573)

NORTH YORKSHIRE COUNTY COUNCIL

SCHOOL OF ARTS & TECHNOLOGY

LECTURER IN TROWEL TRADES
Required for 1 January 1986. Applicants are invited for the above post from those qualified in Trowel Trades and Site Procedures to the City of York Certificate level. Applicants should hold a City of York Certificate in Brickwork and have sound industrial experience. The post is open only to those on the City of York Certificate since the vacancy is dependent upon the conditions of the Department of Employment Job Release Scheme.

Salary scale: £5,810 - £12,733 (1985/86) (initial placement according to qualifications and experience).

Application forms and job details are available (S.A.E. please) from the Principal, York College of Arts & Technology, 100, The Quadrant, York YO1 1UA, to whom they should be returned by Friday, 15 November 1985. 220026 (94155)

CROYDON COLLEGE

FACULTY OF BUSINESS AND PROFESSIONAL STUDIES

Applications are invited for the following appointments:-

LECTURER II/SENIOR LECTURER - BUSINESS STUDIES (BTEC)

Candidates should be graduates or possess relevant professional qualifications and offer all or some of the following:
Appropriate industrial/commercial experience, a teaching qualification, experience of teaching on BTEC courses including post-experience units. The successful candidate will participate in the teaching of People and Organisations, at the Higher National Level and General Management subjects. In addition, he/she will be required to assist in the administration of running our range of successful BTEC Business Studies courses.

Salary is in accordance with current Burnham Further Education scale.

Senior Lecturer £11,175 - £14,061 (Bar at £13,129)
Lecturer II £7,548 - £12,009 (Bar at £11,175)
Salary Award Pending

FACULTY OF TECHNOLOGY

Applications are invited for the following post:-

LECTURER I - MOTOR VEHICLE SUBJECTS

Required from January 1986, a suitably qualified and experienced person to teach all technical subjects for City and Guilds Motor Vehicle Craft Studies (Parts I & II) and VTS Courses. The person appointed will also be expected to teach some topics relating to automotive electronics.

Salary is in accordance with current Burnham Further Education scale.

Lecturer I £5,810 - £10,512
Scales exclude London Allowance of £550 p.a. (Salary award pending).

Further details and application forms from Assistant Principal (Personnel), Croydon College, Fairfield, Croydon CR9 1DX. Telephone 081 6271 6039. 220026



CHESTER COLLEGE OF FURTHER EDUCATION
Eaton Road, Handbridge,
Chester, CH4 7ER
Telephone Chester 677677

CATERING UNIT

LECTURER I IN PROFESSIONAL COOKERY

High professional standards are essential to join our young and enthusiastic team.

We seek a suitably qualified and trade experienced person to teach the Catering Craft Courses up to 708/3 level at the above College.

Teaching experience is not essential as a training scheme leading to the Certificate in Education is in operation.

LECTURER II IN BUSINESS DEVELOPMENT FOR THE HOSPITALITY INDUSTRY

Required to teach Marketing, Accounting or General Management, as applied to the Hotel and Catering Industry.

Chester is an international tourist centre, with a genuine need to develop new and traditional courses for people engaged in, or entering our expanding tourist market.

The appointee will be given the opportunity and support to ensure the success of this challenging and important post.

It is likely that the applicants will have a degree or final membership by exam, have held a senior post, and have had substantial experience developing business within the Hotel and Catering Industry.

Application forms can be obtained from the Principal on receipt of a stamped addressed envelope and should be returned by 15th November 1985. (7874)

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COLLEGES OF FURTHER EDUCATION

continued

HOUNSLOW BOROUGH OF HOUNSLOW BOROUGH

LECTURER GRADE I IN EQUIPMENT
Applications are invited, preferably from experienced teachers with British qualifications, to assist in the development of the College's equipment. The successful candidate will be responsible for the teaching of all aspects of equipment and stable management.

Salary: Lecturer Grade I: £6,207 - £11,037 p.a. (1985/86) dependent upon previous experience.

Application forms and further particulars are available from the Principal, Hounslow Borough of Hounslow, Hounslow, Middlesex TW1 4BB upon receipt of large stamped addressed envelope and reference BM/75B. 220026 (13911)

KINGSTON UPON THAMES

KINGSTON COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN ELECTRICAL ENGINEERING

To teach Electrical Installation Theory and Practice to Craft and Technician students. The successful candidate will be responsible for the teaching of all aspects of electrical installation and the use of computers in electrical engineering.

Applicants should have an H.N.C. or equivalent qualification in Electrical Engineering or a similar qualification. A degree or equivalent qualification in Electrical Engineering would be an advantage.

Salary: Lecturer Grade I: £6,207 - £11,037 p.a. (1985/86) dependent upon previous experience.

Application forms and further particulars are available from the Principal, Kingston College of Further Education, Kingston, Surrey KT1 1AA. 220026 (13911)

ROTHERHAM METROPOLITAN COUNCIL

ROTHERHAM COLLEGE OF FURTHER EDUCATION

LECTURER I TEMPORARY POST IN DISTRIBUTION STUDIES

Salary: £5,910 p.a. - pay award immediate.

To teach Distribution Studies, Sailing and Navigation. Appropriate qualifications and relevant experience essential.

Closing Date: 12th November, 1985.

Full details of the post are available from the Principal, Rotherham College of Further Education, Doxey Lane, Rotherham, S60 2BB. 220026

SHROPSHIRE EDUCATION COMMITTEE

TELFORD COLLEGE OF ART & TECHNOLOGY

LECTURER I IN ELECTRICAL AND ELECTRONIC ENGINEERING (3 POSTS)

Applications are invited for three Lecturer I vacancies in Electrical and Electronic Engineering to cover work in:-

1. Electrical engineering over a range of craft courses.
2. Industrial control and electronics across a range of BTEC courses and Adult Training/Retraining programmes.
3. (Two posts).

Experience in micro-electronics would be an advantage.

Applicants should have appropriate industrial experience together with a degree or equivalent qualification.

Further details and application form from the Principal on receipt of a stamped addressed envelope and to be returned by 15th November 1985. (7708)

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Posts Overseas

Brazil

Lecturer in English as a Foreign Language, Sociedade Brasileira de Cultura Inglesa, Brasília.

Duties: to teach EFL to intermediate and advanced levels, including preparation for FCE and CPE for up to 24 teaching periods a week plus six hours of other activities including attendance at workshops, materials writing, video and audio recordings, and lectures on general topics.

Qualifications: single candidates aged 25-40; essential qualifications are a degree from a British University, preferably in English or Modern Languages, with a postgraduate degree or Diploma in TEFL and a minimum of three years' teaching experience.

Salary: £3,000-£3,500 per month (approximate exchange rate £1 = Cr\$11,200). Salaries are adjusted every six months in line with the cost of living index. In addition, appointees will receive a bonus equivalent to approximately 10% of salary on the last day of the month.

Benefits: a 13th month's salary; airfare; installation grant of 50 per cent of one month's salary; a contributory medical scheme and assistance with income tax payments; 50 per cent of annual cost of rent will be provided.

Contract: a two year contract with the Sociedade which will be guaranteed by the British Council, commencing June 1986 or as soon as possible thereafter.

References: BS D 82 T

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries.

Egypt

Consultant (Evaluation and Testing), Centre for Developing English Language Teaching (CDELT), Ain Shams University, Cairo

Duties: as part of a team of seven KELTs to engage in the Evaluation and Testing Project (ETP) aimed at assessing the need for, and the quality of, English language teaching in Egypt. The project is at the secondary stage, and for English Teacher Education at the tertiary stage. Within the ETP programme the post-holder will have particular responsibility for detailed project design and scheduling and for co-ordinating the efforts of other consultants associated with the project.

Special Qualifications: applicants must possess a first degree, a Master's degree in TEFL or Applied Linguistics, and at least ten years' experience in TEFL or English Teacher Training, of which a substantial proportion should have been gained in the field, preferably in developing countries. Middle East experience would be an advantage.

Salary: £11,500-£16,100 per annum. Overseas Allowances nil to £2,024 depending on salary level and marital status.

References: BS K 20 T

Swaziland

Senior Inspector of English, Ministry of Education, Mbabane

Duties: to effect improvements in standards of English throughout the school sector. The postholder, with the approval of the Chief Inspector (Secondary), will establish guidelines for acceptable professional standards for teachers of English; will monitor these by regular school visits and advise on in-service training and run training courses; will develop a system of moderation for school inspectors and advise on their training and will advise the Ministry of Education on all matters relating to teaching and examining of English and the use of English in other subject areas.

Special Qualifications: candidates, preferably aged 30-40, should have a first degree plus an MA MSc in TEFL or Applied Linguistics. A minimum of five years' relevant experience, including two years overseas and experience of teacher training, syllabus writing and materials production plus a sound knowledge of testing is essential. A knowledge of Turkish would be an advantage.

Salary: £10,153-£12,438 per annum. Overseas Allowances nil to £1,044 depending on salary level and marital status.

References: BS K 27 T

Technical Education Posts Overseas

Botswana Polytechnic

Senior Lecturer in Building

Duties: to teach City and Guilds craft and technical courses in Building and Civil Engineering for 18 hours per week, later to HTD level; to administer, organise and maintain laboratory workshops; to advise the departmental head of equipment and material needs and obtain estimates and tenders; to set and mark examinations and undertake any other related duties as required.

Qualifications: candidates must possess either an appropriate degree or Higher Technician Diploma or equivalent plus six years' post qualification PE teaching experience plus five years' relevant industrial experience, or a Master's degree plus six years' post qualification experience in teaching/industry. A teaching certificate is desirable. Candidates must be British with a UK educational background.

Salary: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,000-15,000 (£1 = P2.88).

Benefits: a 13th month's salary, free supplement paid by the British Government under its aid programme of £8,036 (married) or £5,036 (single). Other benefits include end of contract gratuity payment, free air passages for officer and dependent family members plus baggage allowances. Officers may also be eligible for children's boarding school allowances, holiday visits for UK based children and appointment grant.

Contract: initially for 30-36 months with the Government of Botswana.

Starting date: as soon as possible.

Closing date for applications: 22 November 1985.

Malawi Polytechnic

Lecturer in Quantity Surveying

Duties: to teach principally on courses for Quantity Surveyors offered on a block release basis up to City and Guilds Part III level.

Overseas Appointments

AUSTRIA

INTERNATIONAL SCHOOL OF VIENNA

TEACHER EXCHANGE (Europe)

British teachers of Modern Languages currently employed in this country are invited to apply for a post of exchange in Austria, Belgium, Federal Republic of Germany, France, Spain and the U.S.S.R. in the academic year 1986-87. Appointments are for one year, on term or half a term. A small number of exchange appointments are also available in Denmark.

Please write for further details to: Teacher Exchange Bureau (TES), Central Bureau for Educational Visits and Exchanges, Seymour House, London W1N 9PE. Tel: 01-486 5101. 460000

GREECE

E.F.L. teachers required in Athens, Crete and some provincial towns. The country 1986 or immediate start. send in curriculum vitae, photograph and telephone number to Carol Skinner, Teachers in Greece, 15771, Athens, Greece. 460000

HONG KONG

Tutor/Governors required for 7 C. and 14 T. classes. Please send curriculum vitae, photograph and telephone number to: H.K. Education Office, 1941561. 460000

KENYA

ST. ANDREW'S SCHOOL

MADRID

KING'S COLLEGE

NDOLA ZAMBIA

PAKISTAN



Sydney Church of England Co-educational Grammar School, Redlands

Applications are invited for appointment to this Anglican, Co-educational, Kindergarten to Form 12 day school as:

CHAPLAIN

with effect from Term One, 1986. The Chaplaincy is a full-time appointment, involving the full range of duties with respect to Faith, Worship, Classroom teaching and Co-curricular activities throughout the school. The Chaplain is a senior Member of Staff, who is appointed at the level of Head of Department, and is responsible for the teaching of Divinity throughout the Senior School, with pastoral duties in the Junior School.

Applications in writing, with full curriculum vitae including date of ordination, three references, the names of three Church referees who may be contacted, and any other material thought relevant by the applicant, should be sent to:

The Headmaster, SCECS Redlands, 272 Military Road, Cremorne, Sydney, N.S.W. 2091 Australia

by the 29th November, 1985.

ENGLISH LANGUAGE, TEACHING STAFF JAPAN

CAMBRIDGE ENGLISH SCHOOLS PROJECT

International Language Centres, on behalf of the British Council, are recruiting two Assistant Directors of Studies for two-year contracts in the new Iidaashi, Tokyo School from January 1986.

The postholders will be responsible to the Director of Studies for the professional work of the School and will assist with the implementation of British Council policy. They will also be expected to assist with examinations, curriculum and teaching methods. There will be a requirement for up to six hours' teaching per week.

Candidates must be graduates with the RSA Diploma or a POCE in TEFL, plus an MA or MSc in TEFL or Applied Linguistics. A minimum of five years' TEFL experience - most of which should have been gained abroad - is essential and must include some at supervisory level.

One of the postholders will also have duties relating to administration and marketing. A qualification and/or experience in these areas would therefore be an advantage.

A salary of Yen 350,000 per month plus annual bonuses totalling Yen 700,000 is offered. Benefits include return air fares for appointee and family at the beginning and end of the contract, medical insurance premium, generous rent and baggage allowances and six weeks' annual leave.

For an application form and further details, please contact:

Recruitment & Contracts Division
International Language Centres Limited
9 Cavendish Square
London W1M 9DD
Tel: 01-580 4351

Licensed Recruitment Agency, Licence Number SE0617 (777)

SOUTH KOREA

Seoul British School

Immediate appointment for an Infant/Music Teacher for January 1986. This 60 pupil British primary school requires a qualified and experienced infant teacher with responsibility for music throughout the school. Piano playing and instrumental skills are essential.

Basic salary US\$13,100 per annum plus increment US\$410 for music. Generous pension, travel and baggage allowances and free accommodation are a feature of this post.

For further details and an application form please contact:

The Director
World-wide Education Service
Strode House
44-50 Osnaburgh Street
London NW1 3NN
Tel: 01-367-9228 (7748)

Cut out for Indonesia and Tanzania?

VSO is receiving requests for teachers of E.F.L./E.S.P. to work in universities and teachers' colleges in Indonesia, the Maldives, Sri Lanka, Sudan and Tanzania. Candidates should preferably have 2-3 years' experience though less would be acceptable if accompanied by a TEFL certificate.

Candidates should be aged between 20 and 65, without dependants and willing to be posted for two years - with payment based on local rates.

You need understanding and sensitivity as well as a real concern to combat all exploitation - whether economic, racial, political or sexual.

(Most employers, by the way, will give VSO volunteers leave of absence.)

For more information, please complete this coupon, cut out and post to Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

I'm interested in volunteering. My qualifications or experience are

Name _____

Address _____

City _____

Postcode _____

TES/1/11

(22p S.A.E. appreciated)

INDONESIA

Land of 13,000 islands including romantic Bali

NEEDS TEACHERS of ENGLISH LANGUAGE, TECHNICAL SUBJECTS, SECRETARIAL STUDIES, COMPUTERS, LANGUAGE TEACHER TRAINERS.

Excellent salaries, medical scheme, free accommodation, low tax.

Send full C.V., References, photos of qualifications, contact phone no.

TO: ESSENTIAL ENGLISH ENTERPRISES INC.

337 Waterside, Chesham, Bucks, HP5 1QE ENGLAND. (7725)

TEACHING COUPLES NEEDED SAUDI ARABIAN INTERNATIONAL SCHOOLS - DHAHRAN DISTRICT

Minimum of two years Primary Schools teaching experience in any combination of the following curriculum areas would be advantageous but not essential. Teachers with lower Secondary/Middle School experience in these areas are also sought.

— Computer Education — Science
— Language Development — Maths
— Music — Physical Education

Salary Range: £14,200-£22,900 per person
Furnished Housing with Paid Utilities
Annual Home Leave Travel Paid, Termination Bonus, Health Insurance, Car Loan

Duration of Contract: Two Years (Renewable)
Commencement Date: Late August 1986
Interested teaching couples only should post letter with curriculum vitae attached to:

PERSONNEL DIRECTOR
SAUDI ARABIAN INTERNATIONAL SCHOOLS
P.O. BOX 81
DHAHRAN INTERNATIONAL AIRPORT
DHAHRAN, SAUDI ARABIA 31932 (7767)

OVERSEAS POSTS continued

TURKEY

4 experienced EFL teachers required for January 1986. Air tickets to and from house provided free of charge. Please send curriculum vitae, photograph and references to: Dina Myrman, 32 B Norman Rd., Sutton Coldfield (B47 9SE) 460000

TURKEY

TEACHING ADVENTURE! Newly established foreign language school seeks English teachers. The most modern foreign language school in the world has just opened. Quality English teachers whose native tongue is English. The school is situated in a beautiful area with a population of approximately ten thousand students located in a city of approximately 100,000 people. Perks and salary are negotiable but will be attractive.

Please send cv and photo to: Ozel Akademi Egitim Merkezi, P.K. 1051, Duzce, Turkey. (951051) 460000

Administration Local Education Authority

HUMBERSIDE COUNTY COUNCIL EDUCATION DEPARTMENT SENIOR EDUCATION

(FURTHER EDUCATION) SALARY £17,508-£20,151. Applications are invited from graduates with successful teaching and administrative experience for this third post. The successful candidate will be responsible for the further and adult education.

To obtain an application form and further details, please write enclosing stamped addressed envelope to the Director of Education, Humberside County Council, 101, Victoria Road, North Humberside. The successful candidate should be returned to the Director of Education by 15th November 1985.

Applicants should be considered on the basis of their suitability for the job irrespective of race, sex, marital status, religion, creed, age or physical disability. Applications should be sent to the Director of Education, Humberside County Council, 101, Victoria Road, North Humberside. (947777) 480000

CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE

Careers Centre Deputy Principal Careers Officer

Salary: PO3 £11,850-£12,885

Applications are invited for the above post from Careers Officers with considerable experience at senior management level. This vacancy has arisen because of the promotion of the present holder to a senior post within the Education Department.

The duties of this post were reviewed in 1982 to give the Deputy a discrete set of functions and responsibilities which we feel reflect the importance of the post within the service.

Application forms and further particulars are available from the Director of Education, City Centre, Newcastle upon Tyne, NE1 8PU and should be returned by the 11th November, 1985. (7786)

City of Newcastle upon Tyne

This is an Equal Opportunities Advertisement

Leicestershire EDUCATION COMMITTEE

CHIEF ADVISER

SOULBURY — BURNHAM HT GP 12

£19,437 — £20,706 p.a.

Applications are invited from suitably qualified and experienced persons for this newly established post.

Telephone for application forms and further particulars on Leicester 871313, ext. 7177, returnable by 8th November, 1985 to the Director of Education, Room 25, County Hall, Glenfield, Leicester LE3 8RF.

Applications are welcome from suitably qualified and experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER

FURTHER AND CONTINUING EDUCATION

Scale: PO.4. Salary: £14,682 — £15,768 p.a. inclusive of London Weighting

Applications are invited for this new third tier post in the Education Department. The person appointed will be responsible for the management of the Authority's work in the area of Further and Continuing Education, including liaison with the Heads of the Adult Education, Youth and Careers Services. Candidates must have a relevant professional qualification and appropriate administrative experience at a senior level in the Further Education work of an Education Authority.

Application forms and further details of the post are available from the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX (Tel 01-545 3268). Completed application forms must be returned to this address by Friday 15th November, 1985.

Applications from employees of the GLC/MCC's with appropriate qualifications and relevant experience will be welcome.

Merton is an equal opportunities employer.

LONDON BOROUGH OF **merton**

Deputy Area Careers Officer Sc6/SO1 £8,979-£10,638

Required to join a team of 14 Careers Officers. The team is centrally based but works in the North-East area of the City, an area with high unemployment, particularly amongst black people. Will have a reduced caseload in order to carry out the deputy's responsibilities which include the oversight of the team's work with employers with YTS trainees and with unemployed clients. Candidates should be qualified careers officers with a wide range of experience. An involvement with YTS and/or TVEI would be an advantage.

APPLICATION FORMS AND FURTHER DETAILS FROM CHIEF EDUCATION OFFICER, (REF ST/PPS), EDUCATION DEPARTMENT, PO BOX 67, LEOPOLD STREET, SHEFFIELD S1 1RU. CLOSING DATE 15TH NOVEMBER. (7848)

City of Sheffield

An Equal Opportunity Employer

Applications from Employees of the GLC or MGCS with relevant experience will be welcome.

Trainee Careers Officer £8,207-£7,413

Applications are invited from candidates over the age of 22 to be seconded on salary, plus approved expenses, to a one year training course commencing in January 1986 leading to the Diploma in Careers Guidance.

Applicants should hold a degree or other relevant qualification and have had at least one year's experience in appropriate employment. Candidates without appropriate qualifications but with wider employment experience will also be considered.

Application forms and further details obtainable from the Establishment Section, Education Department, PO Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ. Telephone no. 368 8368. Closing date 15.11.85. Please quote reference OOD/5171/85. (7786)

London Borough of Enfield

An Equal Opportunity Employer

SHROPSHIRE COUNTY COUNCIL AN EQUAL OPPORTUNITIES EMPLOYER

Adviser for Curriculum Development and Inset (14-19)

Salary: Burnham Headteacher Group 9 (£15,792-£17,112)

This is a new post and applications are sought from candidates who can offer experience at a senior level in the 14-19 age range, preferably in both further education and schools and an understanding of recent developments in T.V.E.I. and pre-vocational education.

Further details and application form (send stamped addressed envelope please) are available from the County Education Officer to whom completed forms should be returned by 18th November 1985.

EDUCATION DEPARTMENT SHIREHALL SHREWSBURY SHROPSHIRE SY2 6ND (7789)

Applications are invited for this new third tier post in the Education Department. The person appointed will be responsible for the management of the Authority's work in the area of Further and Continuing Education, including liaison with the Heads of the Adult Education, Youth and Careers Services. Candidates must have a relevant professional qualification and appropriate administrative experience at a senior level in the Further Education work of an Education Authority.

Application forms and further details of the post are available from the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX (Tel 01-545 3268). Completed application forms must be returned to this address by Friday 15th November, 1985.

Applications from employees of the GLC/MCC's with appropriate qualifications and relevant experience will be welcome.

Merton is an equal opportunities employer.

LONDON BOROUGH OF **merton**

Administration (L.E.A.) continued

Ealing London Borough

PROFESSIONAL ASSISTANT

Salary £13,170 - £14,319 p.a.

(with possible progression after 1 year to a scale with a maximum of £15,405 p.a.)

Applications are sought for energetic and well organised graduates with at least five years successful teaching experience who wish to pursue a career in educational administration at a professional level.

Applications from employees of the GLC and MCCS with relevant experience will be welcome.

Please quote reference: ED 658.

Closing date: 15.11.85.

Application forms obtainable from personnel office, Room A204, Town Hall Avenue, New Broadway, Ealing W6 2BY. Telephone (01) 840 1985 (24 hour service).

All salaries are inclusive of London weighting allowance.

All posts are open to male and female applicants unless otherwise stated.

Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply.

(7512)

Northumberland County Council EDUCATION DEPARTMENT

Northumberland County Technical College,
College Road, Ashington NE33 9RG

Readvertisement (previous applicants need not re-apply).

Application invited to fill the following vacancy from 1 January 1986 or a.s.a.p. thereafter:

CHIEF ADMINISTRATIVE OFFICER - £14025-£15111 p.a.

This is a key post in a Group V College which is implementing a reorganisation of its academic and administrative structures; it presents an excellent opportunity for a person with leadership and administrative flair to act as Head of the Administrative Department and as a member of the College Management Committee. Applicants should possess knowledge of modern administrative and financial systems, and have substantial experience of College and/or local authority administration.

Salary scale is £14025 - £15111 and NJC Conditions of Service will apply.

A lodging allowance and removal expenses may be payable in approved cases.

Application forms and further particulars can be obtained from the Principal, Northumberland County Technical College, College Road, Ashington, Northumberland, NE33 9RG, by forwarding a foolscap a.s. to whom completed forms should be returned by Friday 15 November 1985.

(7638)

Administration (General)

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HM Inspectors of Schools are part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

Further and Higher Education

For all these posts appropriate academic and professional qualifications are required together with substantial teaching and industrial/commercial/professional experience.

Agriculture and Horticulture ref: 1/86

Applicants who can also offer an engineering or scientific background would have an advantage.

Art and Design ref: 2/86
Applicants should have a broad interest across the field of art and design studies at different levels. Experience of fine art teaching at degree level or of film and photographic courses would be an advantage.

Business and Management Studies: Accountancy ref: 3/86

Applicants should have a professional qualification from a major accountancy body and experience of teaching accounting at professional and/or degree level.

Business and Management Studies: Law ref: 4/86

Applicants should have experience of teaching law at degree level. Experience in the development of BTEC Higher National Diploma courses would be an advantage.

Construction ref: 5/86

Applicants should have a degree and/or an equivalent professional qualification. Applications from Architects, Civil Engineers and Quantity Surveyors would be welcomed.

Engineering ref: 6/86

Applicants should have a background in one or more of the following fields:

Design and Manufacturing Engineering,
Motor Vehicle, Fabrication and Welding Engineering,
Electrical Power Engineering.

Health Studies ref: 7/86

Applicants should hold a recognised qualification in a nursing discipline and have a knowledge of nursing and paramedical education and child and community care courses.

Science ref: 8/86

Applicants are sought from physicists and chemists. Knowledge of computing and electronics would be an advantage.

Mathematics and Computing ref: 9/86

Applicants should be able to offer mathematics or computing as a major subject discipline. Particular interest and experience in an area of computer application e.g. information technology, or in the field of mathematical sciences would be an advantage.

Starting salary for all posts is within the range £17,000-£23,900. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 15 November 1985) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London, SE1 7PE. Telephone: 01-934 0798, 0799, 0800.

The Civil Service is an equal opportunity employer.

Administration General

Examiners

LONDON WC1

Required a graduate with initiative and energy to assist Principal in the administration of the examination of over 250 full-time students taking 'O' and 'A' level courses.

There are five members of the Principal and the work involves correspondence with parents, education and dealing with students and teachers in maintaining standards. In short, meeting and overcoming the usual (and unusual) problems of a private school.

For interview, please telephone the Principal or Vice Principal, C.E. Tutorial College, 8 Herbrand St., London WC1, 01-278 6632. (opposite Russell Square Station). 500000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1986 examinations:

1. PROJECT MODERATOR for COMPUTER SCIENCE (1985) at ADVANCED LEVEL.

2. ASSISTANT EXAMINERS for COMPUTER SCIENCE (1985) at ADVANCED LEVEL.

3. PROJECT MODERATOR for COMPUTER STUDIES (1985) at ORDINARY LEVEL.

4. ASSISTANT EXAMINERS for COMPUTER STUDIES (1985) at ORDINARY LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent teaching experience. The post of Project Moderator should also have experience of examining.

Further information and application forms may be obtained from The Secretary General, Associated Examining Board, Stag Hill House, Guildford, Surrey GU1 1AA. Tel: 0548 34444. 600000

RE-ADVERTISEMENT

STATES ANCIENT MONUMENTS COMMITTEE GUERNSEY MUSEUM AND ART GALLERY Education/Interpretation Officer

SALARY SCALE £9,213/£10,920

Due to retirement the States Ancient Monuments Committee is seeking a replacement for the Education/Interpretation Officer. The Museums Education Service in Guernsey promotes knowledge of and interest in the island's environment, history and ancient monuments, and aims at realising the full potential of the Museum collections for educational purposes. The appointment will be to the Guernsey Civil Service.

The Education/Interpretation Officer will join the small team responsible for running the Museum and Art Gallery at Candie Gardens, and the Museums at Castle Cornet and Fort Grey. He should hold a degree in a subject appropriate to the general scope of the Museums, and should have proven ability to communicate facts and ideas to a wide age range on a wide variety of subjects, preferably in a Museum environment.

APPLICANTS MUST HOLD GUERNSEY RESIDENTIAL QUALIFICATIONS.

For further information applicants should contact Mrs R Cole, Museum Curator (telephone 0481 28518).

Previous applicants should let Mrs Cole know if they want to be re-considered.

Applications should be submitted on standard forms addressed to the Establishment Officer, Civil Service Board, Nelson Place, Smith Street, St Peter Port, Guernsey to arrive not later than 26 November 1985.

(7888)

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1986 examinations:

1. ACCOUNTING (1986) at ADVANCED LEVEL.

2. BUSINESS STUDIES (1985) at ADVANCED LEVEL.

3. PERSONAL & BUSINESS FINANCE (1985) at ORDINARY (ALTERNATIVE) LEVEL.

4. BRITISH INDUSTRIAL SOCIETY (1985) at ORDINARY LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent teaching experience.

Further information and application forms may be obtained from The Secretary General, Associated Examining Board, Stag Hill House, Guildford, Surrey GU1 1AA. Tel: 0548 34444. 600000

All advertisements are subject to the conditions of Times Newspapers Ltd, copies of which are available on request.

Ancillary Services

BUCKINGHAMSHIRE
WYCOMBE ARBEY SCHOOL
ELLEN MATRON
Required in January 1986 a State Registered Nurse for the school in the main school building. She has overall responsibility for the general health of girls in three houses, and in two houses in the school. She has an Assistant Matron to help her. The successful applicant will be responsible for the day-to-day running of the school. 640000

Miscellaneous

A SALES CAREER with Sun Life Assurance Company of Canada. Suitable applicants may be employed in the area of their choice. Phone or write Mr R. J. Cole, 24 Corkspur Street, London SW1V 5AH. (01552) 650000

Education Department

TEMPORARY EDUCATIONAL PSYCHOLOGIST

Salary Scale: QT 4.8 to HT 7.4 - £12,363 - £14,879

A fully-qualified Educational Psychologist is required immediately to join a District team in a large multi-disciplinary, wide-ranging and dynamic service. The post is full-time, temporary for three months in the first instance.

Application form and further particulars are available from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB.

Telephone 061 234 7033 or 7035. Quote reference number E88.

Informal enquiries to Mr A J M Morison, PEP, Telephone 061 226 5404.

Closing date 22 November, 1985.

(7728)

MANCHESTER City Council
Defending Jobs - Improving Services

LONDON AND EAST ANGLIAN GROUP FOR THE GCSE EXAMINATION

East Anglian Examinations Board
London Regional Examinations Board
University of London School Examinations Board

General Certificate of Secondary Education Examination Appointment of Chief Examiners

Applications are invited for the following Chief Examiner appointments for June 1986 and, where appropriate, the following winter examinations. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the addresses indicated below to which completed application forms should be returned by 22 November 1985.

Electronics
Geography, syllabus B
Nautical Subjects (General Maritime Knowledge, Navigation, Meteorology and Oceanography)
Physics, syllabus A
Technology
Details from: The Secretary, East Anglian Examinations Board, The Linden, Loxford Road Colchester CO3 3RL

Art, Design and Crafts
Computer Studies
Environmental Studies
Mathematics
Sociology
Details from: The Secretary, London Regional Examinations Board, Lion House, 104 Wandsworth High Street, London SW18 4LP

Biology, syllabus A & B
Chemistry, syllabus B
Geology
Details from: The Secretary, University of London School Examinations Board, Slawston House, (Room 216), 32 Russell Square, London WC1B 6DN

History, syllabus A, B, C and D
Details from: The Secretary, University of London School Examinations Board, Slawston House, (Room 216), 32 Russell Square, London WC1B 6DN

ilea Inner London Education Authority

Principal Learning Resources Adviser (Libraries)

Salary £15,972 to £17,826

plus £1,494 London Weighting p.a.

Following the reorganisation of the Learning Resources Branch and the promotion of the previous holder of the post applications are invited from well qualified Chartered Librarians for the post of Principal Learning Resources Adviser (Libraries) to be responsible for the provision of advice on library resources in the ILEA.

The Advisory Division of the Learning Resources Branch comprises 25 staff with backgrounds in teaching, media, and library professions. The overall aim of the division is to provide a comprehensive and integrated advisory service across all aspects of learning resources in ILEA.

Applicants should have had successful experience at a senior level in an education library learning resources service.

Application forms and further details are available from Personnel Services Division, EDUCSTAB 2, Room 2556, County Hall, London SE1 7PB. Please enclose a large stamped addressed envelope with your request. Completed application forms to be returned by 29 November 1985.

for job-sharing
Suitable ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

(7716)

Specialist Careers Officer Working with the unemployed

£7,020 - £9,591

Required at the new Reading Careers Office. Applicants should be qualified and experienced careers officers. Work will include co-ordinating of Y.T.S. measures, work with long term unemployed and the development of employment openings. Car allowance and removal expenses may be available. Application forms and further details (enclose S.A.E.) from The Director of Education (C), Shire Hall, Shirefield Park, Reading RG2 9XE. Closing date 18th November.

An Equal Opportunity Employer

Royal County of Berkshire

COMMUNITY EDUCATION DEPARTMENT

Applications are invited for the following senior posts in the Community Education Department:

ASSISTANT DIRECTOR PRIMARY EDUCATION

£18,030 - £19,317 p.a.

Candidates must be graduates with significant and appropriate administrative experience, together with teaching experience in the Primary Sector.

PRINCIPAL ADMINISTRATION ASSISTANT PRIMARY EDUCATION

£17,880 - £12,685 p.a.

Candidates must be graduates with teaching experience or holders of the D.M.A. with appropriate local authority experience. The Authority intends to develop community education and community schools beginning with a Pilot Community Schools project in two areas of the Authority. Candidates should therefore be committed to the philosophy of community education.

Application forms and further details available from the Community Services Personnel Office, Century House, Harshaw Street, St. Helens, Merseyside. Mr. Phil Lewis or Miss Debbie Dunn on St. Helens 24833. Completed application forms should be returned to the above address by 15th November, 1985.

(7738)

St Helens
METROPOLITAN BOROUGH
PUTTING THE COMMUNITY FIRST

NETHERHALL EDUCATIONAL SOFTWARE UNIT of CAMBRIDGE UNIVERSITY PRESS

Technical Manager

This unit, which specialises in educational software, is extending its range of activities to develop software for a new generation of microcomputers and for use beyond UK schools. A Technical Manager is required to lead our team of programmers into these new areas.

We are looking for a person who is excited by recent advances in microcomputing but can also tackle the management of software production.

The starting salary will be from £10,000. Terms and conditions of employment are excellent. Relocation expenses will be paid where appropriate.

If you are interested in applying for this post please send your full c.v. to:

Jenny Jullien
Personnel Director
Cambridge University Press
Printing Division
Shaftesbury Road
Cambridge CB2 2BS

or telephone Rod Milroy, Director, Netherhall Educational Software on 0223 358331 for more details

Temporary Research Officer

As a result of maternity leave, we are looking for a Research Officer to work in the Research Unit at the Sports Council's headquarters in Central London. The contract will be for a period of a maximum of 52 weeks, or until such time as the present postholder decides to return to work. Duties of the post centre on managing research and projects associated with countryside and water recreation, leisure studies theory, women and sport, fitness and exercise activities and aspects of sport participation patterns. Other duties will include acting as Assistant Secretary to a leisure and recreation research committee and the Sports Council Policy Advisory Group.

Applicants should have at least an upper and class degree in the Social Sciences. Familiarity with statistical methods and research design is desirable. Numeracy and the ability to explore issues analytically and to write clearly, are essential.

The successful candidate will be expected to take up the appointment on 16th December 1985 as there will be a 1 week 'handover' period.

Salary will be in the scale £7888-£9180 per annum inclusive of London Weighting allowance.

Application form and further details available from Paul Burgin (quoting ref. 4778/85ES), Personnel Unit, The Sports Council, 18 Upper Woburn Place, London WC1. Closing date for applications: 18th November 1985.

(7737)

AN EQUAL OPPORTUNITIES EMPLOYER

SPORTS COUNCIL

WEST GLAMORGAN County Council

Education Department COUNTY ADVISER WITH SPECIAL RESPONSIBILITY FOR WELSH

Applications are invited for this important post from teachers with substantial experience of successful teaching. It may be well that this experience will be on Secondary level but experience of working in other aspects of education (such as Primary or Further Education) including teaching in and utilising the Welsh language will be of advantage. (Post ref. 1.43.85).

Salary: Southbury-Burnham Headteacher Group 9. Application forms and further information may be obtained from the Director of Education, Personnel Section, County Hall, Swansea, SA1 3SN on the submission of a stamped foolscap envelope.

The CLOSING DATE for the receipt of completed application forms is THURSDAY, 14th NOVEMBER, 1985.

(7721)

DELCO PRODUCTS

TECHNOLOGY WORLDWIDE DELCO PRODUCTS OVERSEAS CORPORATION TEACHING COMPANY ASSOCIATES

Honours degree students are invited to apply for posts on Teaching Company Schemes, which have been established between Delco Products, Aston and Brunel Universities.

Delco Products is a subsidiary of General Motors Corporation, involved in the design and manufacture of automotive components. The programmes are organised within the S.E.R.C.D.T.I. Teaching Company Programme and are designed to provide an effective introduction of young engineers into the competitive environment of modern manufacture and design.

The programme objectives are:

- ASTON - Development and implementation of Quality Assurance systems, including Statistical Process Control, at the suppliers point of manufacture. Applicants should have a degree in Engineering or Operations Management, and preferably previous industrial experience, during or after graduation.
- BRUNEL - Evaluation of existing product design concepts to determine viable changes to improve the product's market potential. Applicants should have a degree in Mechanical Engineering or a closely related subject.

Applicants are invited from graduates having at least a 2:2 degree. The initial salary will be in the range of £8500 and the opportunity will be available to register for a Masters degree.

Initial appointments will be to the University staff and will be for a two year period, applicants will be expected to live within travelling distance of Brunel.

Application forms and further details can be obtained from Mr Derek Randall, Plant Training Manager, Delco Products.

Ref No. Aston 718
Ref No. Brunel P1861

Delco Products Overseas Corporation
P.O. Box 4
High Street North
Dunstable
Bedfordshire
LU8 1BQ

(7842)

EDUCATION DEPARTMENT EQUAL OPPORTUNITIES (ETHNIC MINORITIES) TEAM

HEAD OF TEAM £13,686 - £14,979

We are looking for an experienced educator who is committed to anti-racism to lead a team whose task will be to ensure that the City's education service both meets the needs of ethnic minority students/pupils and that the service effectively tackles racism.

You should have a successful background in curriculum development, educational management and team leadership. Applications will be welcome from all sectors of the educational service.

This is a re-advertisement. Previous candidates will be automatically considered.

Application forms and further details from the Chief Education Officer (S24/C2), Education Offices, Crown Square, Manchester M60 3BB. Closing date 15th November, 1985.

(7616)

MANCHESTER City Council
Defending Jobs - Improving Services

DESIGN ASSISTANT Ref no: EDU01483/CO

Building Equipment and Supplies - Furniture Unit

Salary Scale: SO1 £9,975-£10,638

Duties will include the design of built-in and free-standing furniture, space planning and interior design for specialist accommodation in establishments including Higher and Further Education.

Applicants should preferably hold a relevant degree, or equivalent qualification, and preferably have experience of working in a central government department. You must have an understanding of building construction and detail and dimension of finishes with which the furniture design will need to be integrated.

Further details and application form, returnable by 26th November, from Director of Personnel (Tel: Bristol 296586 - Answer on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.

Please quote reference number.

Education Department

(7753)

Avon
COUNTY COUNCIL

